

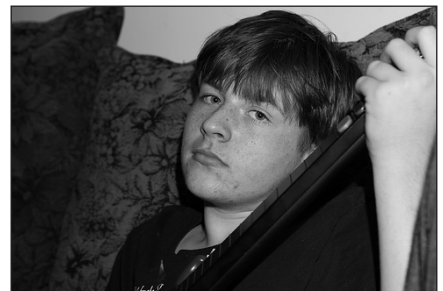
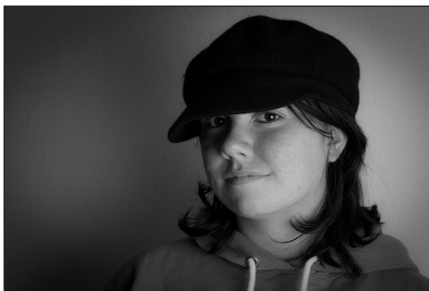


Resilience
Research
Centre

FINAL REPORT

YOUTH ADVOCATE PROGRAM (YAP) EVALUATION

March 31, 2011



RFP 07-454

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Executive Summary

The Resilience Research Centre (RRC) received funding from the National Crime Prevention Centre (NCPC), part of Public Safety and Emergency Preparedness Canada, to evaluate the Youth Advocate Program over a four-year period. The Youth Advocate Program (YAP) is a pilot project initiated in six HRM communities that targets youth 9-14 years of age who are at risk of engaging in gang activities, anti-social, and criminal behavior. Youth referrals come from concerned persons who believe a youth is affiliated with, directly involved in, or may become involved in gang activities. The theoretical foundation for YAP is based on the Wraparound model (VanDenBerg & Grealish, 1996) which guides youth interventions. Wraparound is meant to provide a comprehensive suite of supports to individuals and families who are marginalized within their communities.

Given the YAP's overall goal of reducing gang involvement among high-risk youth, the program has three objectives:

1. To reduce isolation, stresses, and negative rushes¹ among youth at risk of gang activity and their families.
2. To increase protective factors of self reliance, resilience, pro-social and life skills.
3. To increase knowledge related to the YAP in order for families and communities in areas of the city with elevated levels of crime to proactively respond to youth at risk of joining gangs.

Based on the YAP objectives, the RRC's evaluation team engaged in both quantitative and qualitative data collection to explore three measurable outcomes: (1) program inputs, (2) program activities and (3) program outputs. The evaluation objectives were to establish the viability of the YAP as an intervention to prevent youth gang membership, in terms of process, cost and outcomes. As such, the evaluation sought to answer the following questions:

1. Did the program reach its target group?
2. Did the program reduce isolation, stresses, and negative rushes among youth at risk of gang activity, increasing the likelihood of a decrease of youth engaged in gang activity or affiliated with gang members and a decrease of youth in conflict with the law?
3. Did the program increase the pro-social and life skills competencies in targeted youth?
4. Did the program build capacity in the community to address the needs of targeted youth?
5. Have the various tools, instruments and processes been effective in identifying risk factors?
6. Have the various tools, instruments and processes been effective in developing protective factors?
7. Did the program increase knowledge of intervention to prevent youth at risk from engaging in gang activities?
8. What are the cost-benefits of the program?

Quarterly and annual results of the evaluation were used to assist the YAP in improving the program over the course of the pilot project. This final evaluation report provides evidence for the effectiveness of the YAP in addressing delinquency reduction amongst youth at risk of gang involvement.

Methods: Quantitative data were collected using the YAPST assessment tool that included validated scales for factors central to the prevention of youth gang involvement. The YAPST (a self-report measure for youth) and the YAPST PMK (completed by an adult who knows the youth well) was administered by YAP staff during intake meetings following referral to the

¹ Negative rushes may be defined as stimulation seeking activities associated with socially undesirable behaviours like drug use, risky sexual activity and vandalism.

program. The measure was re-administered by YAP staff every six months and by the evaluation staff following the youths' exit from the program. Qualitative data collection included focus groups with a number of different stakeholders including the management team, advisory committees, community committees and the YAP staff. File reviews were also conducted with 20% of active and inactive files, and case records of the youth advocate workers were reviewed.

Result Highlights:

- The Youth Advocate Program received 141 youth referrals and 73 of those youth completed the YAPST.
- Of the 73 youth, 57 youth were accepted into the program; 13 of the accepted youth identified as being in a gang and were subsequently admitted to the YAP.
- Youth who were accepted into the YAP displayed a significant decrease in abilities to form age-appropriate relationships with peers, had a higher likelihood to manifest anger and impulsiveness through problematic conduct, engaged in significantly higher levels of delinquent behaviour and substance use, showed significantly more normative attitudes towards displays of aggression, and more knowledge of the existence of gangs than youth who were not accepted into the program and youth from the community who were not referred to YAP.
- There were discrepancies in the responses provided by caregivers and youth, regardless of whether they were accepted into the program or not or if they were a part of the community cohort. These discrepancies in scoring on different subscales between PMKs and youth may be due to natural variation, or may reflect conflicted relationships with their caregivers, resulting in a decrease of information being shared with them on a daily basis.
- Scores related to negative rushes and isolation for youth at risk of gang involvement and youth who identified as being in a gang indicated both increases and decreases between initial, time two, and exit assessments, but overall showed a general trend toward a decrease in risks. More specifically, scores for youth who successfully graduated the program indicated overall reductions in isolation and negative rushes with the exception of slight increases for victimization, normative beliefs about aggression, and impulsivity.
- YAPST scores also indicated that both youth at risk and those who identified as being in a gang increased resilience scores from initial to exit assessments. Notably, CYRM, SDQ Pro-social Behaviour and Self-esteem scores sampled for this evaluation indicated a decrease at time two (suggesting a more honest pattern of response), including the community comparison group, but, upon exit, showed higher scores than their initial assessments on different behaviours associated with resilience.
- Interviews and focus groups indicated that the Youth Advocate Workers' para-professional status was essential to making the YAP effective and made it easier for staff to meet the needs of youth in the YAP. Street smarts, or rather knowledge about the six pilot communities, helped to build trust and rapport with youth and their families.
- File reviews, observations and focus groups indicated that the YAP staff formed formal partnerships in the broader community with 25 different non-profit, private and government organizations to support the program and participants. These partnerships provided a number of resources to YAP staff and participants. For instance, partners who submitted referrals later became part of the Youth Support Teams, attending case

conferences representing their organizations', mentoring, provided discounts/free passes for activities and providing services to youth as well as their families.

- The YAP staff engaged in many efforts to generate better knowledge about the program and youth interventions. From 2008 until 2010 there were five news articles written about the YAP, numerous radio interviews. YAP staff also participated in 93 presentations and public forums during this same period.
- The total operating costs for the YAP were \$704,187 for the first year, \$964,805 for the second year, and \$1,456,887 for the last year of operation. The average cost per youth, based on an average monthly expenditure of \$2,313 (calculated using year three data when the program was operating at capacity), was \$37,008.

Key Limitations/Challenges:

The evaluation was originally designed to include the assessment of youth placed on a YAP wait list, who would act as a comparison group. Because a wait list did not exist, the evaluators used a number of different cohorts as comparison groups for YAP youth. Comparison data consisted of youth accepted and not accepted into the program, a non-random community comparison group, a sample of youth from junior high schools from the same target communities as YAP youth, and youth matched by gender, age and scores on measures of delinquency who were participants in other Resilience Research Centre studies.

The community comparison group had been administered questionnaires using the resources of the YAP for time one data. After difficulties in following through on collecting time two data, the evaluation team took over responsibility for further administrations. These results will not be available until April 2011 and as such are not included in this report.

Earlier data collection in 2008 and 2009 for file reviews presented inconsistent reporting methods, but better documentation was provided in 2010.

Exit and post-exit data for a small number of youth was not completed because some had exited the program early and the evaluators were unable to contact the youth. Most of these youth had moved away and/or their contact information had changed.

Youth's length of time in the program for those who graduated may be slightly inflated. Youth Advocate workers (YAWs) and families were found to sometimes form intense relationships. Sometimes these relationships resulted in conflict that involved YAWs being fired and re-hired, sometimes in the same day. In such cases, files remained open longer than anticipated as service was delayed. In other cases, youth were retained in the YAP while waiting for clinical assessments and referrals.

Conclusions:

Youth

Results indicate that the YAP is reaching its target population. YAPST risk scales showed that youth accepted to the program score higher on conduct problems, delinquency, substance abuse, normative beliefs about aggression, and attitudes toward gangs, than youth not accepted to the program and the community comparison group. File reviews indicated that youth referred to the program exhibit a minimum of three of eight important risk factors at the time of referral. This finding is also supported by interviews with the community and executive committees.

To date, youth who graduated the YAP spent an average of 16 months in the program. Putting supports in place for each youth can be a lengthy or short process depending on the service, thus contributing to the time youth spend in the program. In addition, meeting action plan goals is also a subjective process for each youth.

While the program is reaching the target population, there is some indication that there is a greater potential for the YAP to reach more of its target group. YAPST risk scores showed that the community group scored higher than youth referred to, but not accepted to the program on delinquency, normative beliefs about aggression, and attitudes toward gangs. Interviews with community committee members identified a need to reach more youth in the community and expand the YAP to include more YAWs in each community.

The youth advocate workers are the primary support for the youth and their families and are filling a service gap in the HRM by engaging in case management. The YAWs para-professional status has allowed for a great deal of trust and rapport building between the YAWs and the youth and their families given the YAWs' availability and accessibility in the community. This finding has been supported by interviews with youth, YAWs, and community and executive committee members.

Parents

In keeping with the Wraparound model, YAWs are engaging with parents, siblings and youth alike. Interventions and advocacy are provided for the family as well as the youth. Observations and file reviews indicate that parents, siblings and even friends of the youth receiving service from the YAP are in frequent contact with the YAWs. Parents in particular view YAWs as a support for themselves in addition to their youth.

Although parallel processes of engagement take place with parents and siblings, interviews with YAWs indicate that a strong dependency develops with caregivers, especially those who are sole parents. Caregivers come to expect the YAWs to be accessible as needed and report a great deal of satisfaction with the support they receive.

YAWs and Program Structure

The location of YAWs in the community is effective. They are most effective when positioned in close proximity to schools. Interviews with the community committees and YAWs, observations, and file reviews indicate that the YAWs spend a significant amount of time at youths' schools

The youth advocate workers are receiving a number of training opportunities to increase their skills on the job. Administrative file reviews indicated that YAWs have participated in over 36 different staff training opportunities. All staff received training to effectively implement the Wraparound model. However, maintaining fidelity has been a challenge. Despite the YAP team discussing the usefulness of a clinician to consult with regarding case management, and to help with intake and discharge decisions, the YAP has been as of yet unable to build this support into the program.

It has been noted that workers may experience a high degree of on-the-job stress as a result of the demands placed on them.

Project Management and Financial Sustainability

Positioning the program within the Halifax Regional Municipality's (HRM) Department of Community Relations and Cultural Affairs has been effective and has given the program access to many resources. However, sustainability is not ensured at the municipal level. The program appears to fulfill the broader mandate of the Nova Scotia Child and Youth Strategy and significantly impact on case loads and costs for professional service providers in corrections,

child welfare, and education. Therefore, findings suggest the need to build cross-service partnerships at the municipal, provincial and federal levels to ensure sustainable program funding.

Summary

Overall, results from this evaluation show the Youth Advocate Program to be an effective community-based response to youth with complex needs and who are at risk of joining gangs. The program has developed an innovative model that adapts principles from Wraparound and engages youth and families by providing case management and direct support from para-professionals who are embedded in the communities where the youth reside. Youth Advocate Workers (YAWs) provide sequential liaison between a youth, the youth's family, and the many service providers working with the family. This pattern may fit well in the context of Nova Scotia where resources are relatively scarce and service providers have large caseloads, making it difficult to coordinate meetings with more than one provider at a time.

The YAP has demonstrated excellent support from its community and is increasingly a sought after resource. The program is especially effective for families where there is only one caregiver, or where the family faces multiple challenges. Findings from this study suggest there are many youth who would benefit from participation with the YAP who are still not served in the pilot communities.

Challenges facing the program include a lack of sustainable funding in part because the services that benefit most directly from the work of the YAP have no formal partnership and make no financial contribution to the case management or individual programming (e.g., literacy training) offered by the YAP.

The program is also challenged by the reluctance of service providers to meet in teams or participate in community committees. This unduly burdens the YAWs with the task of coordinating services and advocating with different organizations for the resources that youth and families require in order to prevent future problems.

As well, demonstrating the effectiveness of the YAP is itself a significant challenge as many youth live very transient lives and are difficult to re-contact after they complete the program, or if they dropout early. Record keeping has improved greatly since the program's inception. However, ensuring periodic assessments are completed on time is difficult given the heavy workloads of the YAWs.

Despite these challenges, the program has become an increasingly credible source of support in the HRM for youth at risk and the volume of referrals is increasing. There is agreement from all stakeholders that the YAP should continue and, if possible, be expanded.

Recommendations

1. The YAP is reaching its target population but has potential to expand. We recommend that as the program reaches sustainability that it grow geographically to reach more of the target population both within the pilot communities and other areas of Nova Scotia.
2. More YAWs should be hired as the program expands. The ratio of one YAW to five youth should be maintained as a cost-effective intervention.
3. The program works best with para-professionals with ties to the community they serve and who are both available and accessible in terms of geographic location and cultural awareness. As a result, we strongly recommend for YAP to continue hiring para-

professionals. In addition, we also recommend that YAP budget for the training needs of staff to engage in best practices.

4. To complement staff training, address the problem of on-the-job stress, and to ensure best practices are reflected during case management, we recommend that the YAP contract with a clinical consultant to support the YAWs when they are intervening with complex cases. We recommend that the YAP look at the possibility of securing this service at no cost from a regional mental health service whose mandate it is to serve these same youth and families.
5. We recommend that YAP staff pursue specific training around programming and interventions for female program participants and that they develop protocols for such interventions in order to address the different risks experienced by girls in their communities.
6. Recognizing the intensity of the relationships between YAWs and caregivers and with no occurrence of duplication in services, the evaluation team recommends that YAWs receive family-based intervention trainings and continue to provide the YAWs with this important support.
7. We recommend that the YAP build stronger ties with its advisory committees and set up stable community committees.
8. If the program expands, as recommended, we suggest another program assistant be hired to effectively maintain the intake process, to fill in for YAWs on vacation or sick leave, and to join YAWs on home visits when required. Specifically, we recommend that a program assistant be hired for the Dartmouth communities, in this case, Dartmouth North, Dartmouth East and Woodside; while a second program assistant continue to be based in Halifax to provide support to Uniacke Square, Spryfield and Bayers-Westwood/Fairview youth and their families.
9. We recommend that the YAP continue to pursue a plan for sustainability that is financed by all service providers whose mandates are to provide service to at-risk youth and their families.
10. Given the uniqueness of many aspects of the YAP (e.g., the use of para-professionals, the sequential nature of the case work, and the demonstrated positive results to date) we recommend that the program continue its evaluation.
11. Finally, we encourage the YAP, NCPC, and the RRC to continue to work together to disseminate results from this evaluation in different forums in order to make the results accessible to service providers across Canada and internationally.

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1.0 Introduction

The Youth Advocate Program (YAP) is a pilot project initiated in six communities of the Halifax Regional Municipality (HRM) that targets youth 9-14 years of age who are at risk of engaging in gang activities, anti-social, and criminal behavior. The YAP was formed in response to an increasing number of youth who are affiliated with individuals who may be gang involved, are themselves directly involved with one of the seven formal gangs in HRM communities, or involved in criminal activities such as swarming that puts them at risk for future recruitment into gangs. Consultation with gang experts in Toronto suggested that, without intervention, gang activity in the HRM will continue to escalate.

Design of the YAP is based on an environmental scan of over 50 programs in North America whose purpose it is to prevent youth from engaging in gang activities. That scan identified programs that have an evidence base suggesting they may be best practices. A comparative analysis identified the following best practices among the sample:

- target a specific population;
- individualize as much as possible;
- incorporate support for a youth and his or her family;
- life skills; and
- involvement with multiple service providers and their resources.

Program design was also informed by crime data and intelligence provided by the Halifax Regional Police (HRP) and the RCMP. Meetings with key stakeholders (i.e. schools, police, residence associations, community recreation, libraries, public housing, churches, businesses and community agencies) in the targeted areas were also held. Importantly, the Youth Engagement Strategy (YES), a series of consultations with youth led by the HRM, together with documents such as the Nunn Report (2006), has highlighted the necessity to better address the needs of youth.

The YAP received \$1.9 Million of funding over a four year period from the Youth Gang Prevention Fund (YGPF) distributed and managed by the National Crime Prevention Centre (NCPC) located in Ottawa, which is designed to support organizations implementing programs for youth at-risk of gang involvement. Because funding is based on demonstration of the program, rather than implementation, the evaluation component was a mandatory part of the YAP funding. The Resilience Research Centre (RRC) was awarded the evaluation contract commencing April 22, 2008 and ending March 11, 2011.

The RRC's evaluation team engaged in both quantitative and qualitative data collection to explore three main measurable outcomes: (1) program inputs, (2) program activities and (3) program outputs. The evaluation objectives were to establish the viability of the YAP as an intervention to prevent youth gang membership in terms of process, cost and outcomes. As such, the evaluation aimed to answer the following questions:

1. Did the program reach its target group?
2. Did the program reduce isolation, stresses, and negative rushes among youth at risk of gang activity increasing the likelihood of a decrease of youth engaged in gang activity or affiliated with gang members and a decrease of youth in conflict with the law?
3. Did the program increase the pro-social and life skills competencies in targeted youth?
4. Did the program build capacity in the community to address the needs of targeted youth?
5. Have the various tools, instruments and processes been effective in identifying risk factors?

6. Have the various tools, instruments and processes been effective in developing protective factors?
7. Did the program increase knowledge of intervention to prevent youth at risk from engaging in gang activities?
8. What are the cost-benefits of the program?

Quarterly and annual results of the evaluation were used to assist the YAP in improving the program over the course of the pilot project. The conclusive results of this evaluation demonstrate the effectiveness of the YAP and document the challenges encountered by the program in addressing delinquency reduction by youth at risk of gang involvement.

The data collection for this final report ended November 30, 2011 in order to allow time for analysis and report writing. However, the RRC is continuing to administer questionnaires to both YAP youth and youth in the comparison groups, using centre resources. By continuing with this component of the evaluation we will be able to establish the long-term impact of the program on the youth who have participated. It is the RRC's intention to increase awareness about the YAP and at-risk youth by continuing to collect longitudinal data to inform contributions to academic journals.

The RRC brings together leaders in the field of resilience research from different disciplines and cultural backgrounds. Partners across six continents employ methodologically diverse approaches to the study of how children, youth and families cope with many different kinds of adversity. The RRC's focus is the study of the social and physical ecologies that make resilience more likely to occur. The research we do is looking beyond individual factors to aspects of a young person's family, neighborhood, wider community, school, culture and the political and economic forces that exert an influence on children's development in challenging contexts. The RRC was founded by Principal Investigator Dr. Michael Ungar and Co-Director Dr. Linda Liebenberg who are Lead and Co-researchers of this evaluation.

2.0 Project Description

2.1 Model Description

According to Lebow's (2006) survey of evidence-based psychotherapeutic treatments, there are at least five types of intervention that demonstrate reasonably good outcomes when being used to help adolescents with externalizing behaviours (like delinquency, drug abuse, and gang involvement). These are: Tom Sexton's Functional Family Therapy, Scott Henggeler's Multi-Systemic Therapy, Howard Liddles' Multi-dimensional Family Therapy, Patricia Chamberlain's Treatment Foster Care model, and Jose Szapocznik's Brief Strategic Therapy. Lebow notes that "Each of these approaches was built on an amalgamation of the best that science and practice have to offer" (p.8). Each model relies on very well-trained professionals, often with a Masters degree in Psychology or Social Work, to work intensely with a child and his or her family or offer a residential alternative. The models are all American and expensive to administer and to maintain high fidelity with regard to all program elements.

An alternative approach has been more community based programs, though these too tend to employ highly credentialed professionals to help coordinate family and community resources around a child. Among possible best practices for community-oriented programs, the "Wraparound" model (VanDenBerg & Grealish, 1996) was chosen as the theoretical foundation of the YAP as it seemed to be the least clinical and most prevention oriented. Similar to other ecological models of intervention, Wraparound is meant to provide a comprehensive suite of supports to individuals and families that are marginalized within their communities. High fidelity Wraparound, which includes multiple elements of the model and is implemented consistently

across a community, has been shown to be effective at producing changes in cognition and behaviour among youth (Bruns, Suter & Leverentz-Brady, 2006). However, when fidelity is not achieved, results suggest that outcomes may be negligible (Austin, Macgowan & Wagner, 2005; Copp, Bordnick, Traylor & Thyer, 2007).

Elements of effective Wraparound include: putting people and their individual needs first; a focus on the family as a whole system; participation of people in their case planning; safety; respect for culture; continuity over time; a non-blaming approach; a single integrative plan for a community of supports and service provider; and an emphasis on doing that which is efficient and effective (VanDenBerg & VanDenBerg, 2005). These elements are similar to those of other coordinated community efforts, such as those that are termed Systems of Care (Farmer, 2000; Garland, Hough, Landsverk & Brown, 2001; Lourie, Stroul & Friedman, 1998) and Multisystemic Therapy (MST; Henggeler, Schoenwald, & Swenson, 2006). Like Wraparound, other intensive, family based programs emphasize easy access to services through the coordination of case planning and stakeholder participation in decision-making. However, while Systems of Care and MST tend to be more professionally based, Wraparound in Canada has involved community facilitators, supported by professionals, to facilitate change. In this sense, the hiring of Youth Advocates as facilitators for the YAP has produced a hybrid between a professionally driven psychotherapeutic intervention and a more community-based para-professional and volunteer model of support to at-risk youth and families. The expected efficacy of the YAP model could not, therefore, be known prior to piloting.

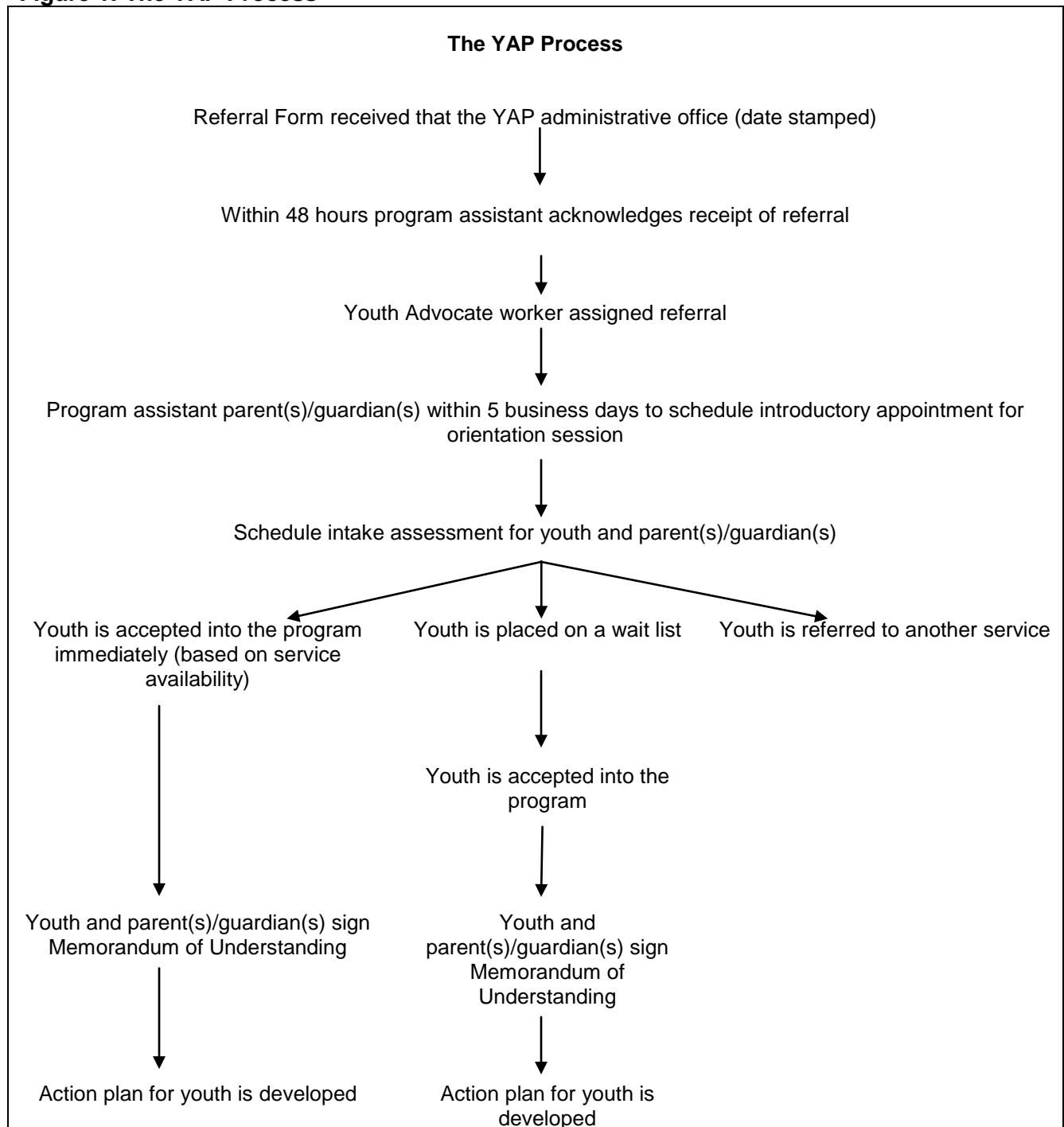
The YAP is designed to include some of the therapeutic elements of intervention found in these other models, as well as some elements not typically found in community-oriented programming, nor the five other models mentioned by Lebow. In particular, efforts to intervene with at-risk youth within their own communities have been shown to be effective when there is intensity in the intervention—usually over a period of at least six weeks, when there is a small worker to client ratio, and where goals for change are clear and focused on observable behavioural adaptations in stressful environments (i.e. parents better monitor their children; youth develop resistance skills to drugs and alcohol; etc.)(Quinn, 2004). The YAP's intended focus on interventions with the youth, their families, and their schools, is consistent with high fidelity interventions that involve in-home supports or family and individual interventions, often home and school based, for youth at-risk. These programs, like Quinn's (2004) Family Solutions Program and MST, have been shown to be clinically effective in the period immediately following intervention, but have less consistent results after six months (Austin, Macgowan & Wagner, 2005; Liddell, 2005). There is some evidence that these programs are cost neutral in terms of expenditures on individuals over time (Quinn, 2004) though this issue too requires further study.

2.2 Narrative description of program activities

The Youth Advocate Program (YAP) targets youth aged 9-14 years who are at risk of engaging in gang activities, anti-social and criminal behavior. Anyone who is concerned that a youth is affiliated with, directly involved in, or may become involved in gang activities can refer a young person to the program. Referrals can be made by phone, fax or on-line. Once a referral form has been received at the YAP administrative office and date stamped, the YAP assistant sends a confirmation email or calls the person making the referral to acknowledge receipt within 48 hours. A Youth Advocate Worker (YAW) is assigned the referral, opens a case file for the youth and contacts the parent/guardian of the youth within five business days to schedule an appointment to discuss the program. An assessment is then scheduled for the youth and his/her parent(s)/guardian(s). Based on the intake assessment, a youth may be accepted into the program or referred to a more appropriate service.

If the youth is accepted into the program, both the child and their parents/legal guardians (caregivers) confirm their desire to participate in the program through a signed Memorandum of Understanding. An Action Plan with performance indicators is then developed for each youth participating in the YAP (see Figure 1: The YAP Process). Action plans are designed to address the risk factors present in the lives of participating youth and target the development of case-specific protective factors. Action plans are based on information gathered through the assessment and intake process.

Figure 1: The YAP Process



Once a youth has been accepted into the program, a YAW assigned to the youth will:

- Develop a collective strategy with other agencies and the child's caregivers to address the needs of the youth;
- Develop the youth's life skills through experiential learning exercises (i.e. an active and personal approach to learning that uses the learner's experience as a base);
- Organize activities that the youth and his/her family can participate in together;
- Collaborate with school representatives to improve school performance including attendance, behavior, homework and participation in extra-curricular activities;
- Identify opportunities and assist the youth to participate in community activities; and
- Determine when the youth is ready to exit the program.

The program includes individualized life skills modules comprising experiential learning exercises facilitated during *teachable moments* by YAWs to direct youth towards healthy and pro-social behaviors. Life skills modules are also reviewed with parents. The modules used in the program include *Skills Streaming* and *ART–Aggression Replacement Training* (Goldstein, McGinnis, Sprafkin, Gershaw, & Klein, 1980; McGinnis & Goldstein, 1997). Supportive material including lesson plans and activities, the student manual, skill cards, and a video are available to the YAWs (Begun, 1995; Begun, 1998; Goldstein, Glick, & Gibbs, 1998; Goldstein McGinnis, Sprafkin, Gershaw, & Klein, 1980; Greene, & Ablon, 2006; Greene, 2005; Kellner, 2001; McGinnis, & Goldstein, 1997; Shure, 1992). Parents are also invited to participate in parenting skills modules facilitated by third party agencies in the community.

In addition to skills development, the YAP also seeks to facilitate access to coordinated resources, services, and informal supports in ways congruent with high fidelity approaches to Wraparound (VanDenBerg & Grealish, 1996). Specifically, YAWs provide a number of service components congruent with this model:

- Recreation and leisure pursuits
- Therapy
- Academic tutoring
- Group counseling and discussion
- Youth Support Teams (YSTs--as determined by individual youth needs)
- One-on-one time with the Youth Advocate Worker, engaging in activities that allow for stable relationship building with an adult
- Making referrals for parents regarding individual needs such as parenting courses, support groups, formal services
- Direct advocacy with service providers where youth and/or their families' needs are not being met

The extent to which each of these activities are included is determined by each youth's action plan. The nature of each intervention is tailored to the specific strengths and challenges of a youth participant.

Youth exit the program once they have completed the activities and achieved the goals set out in their action plans. These goals are directly related to a reduction in experiences of isolation and negative rushes and an increase in the youth's ability to manage stress and access developmentally supportive resources. A minimum of one month of engagement is required before the program is expected to have a measurable impact. The decision to invite a youth to exit the program is made in a group conference format with the YAW, the youth, the youth's family, and those service providers who have been included in the youth's action plan. It should be noted that some youth exit the program prematurely due to one of the following reasons:

- Re-assessment of a youth's suitability for the program due to non-compliance and non-cooperation.
- The youth is physically moving away from the community due to family relocation or youth engagement in a residential program (such moves could also be on a temporary

basis meaning that the youth will return to the program when he/she returns to the community).

2.3 Target Group

The YAP primarily targets youth aged 9-14 years (grades 4-9), living in the HRM, who are at-risk of engaging in gang activities, anti-social and criminal behavior. A maximum of 30 youth are involved in the program at any one time in six pre-determined communities within the HRM.

These comprise:

- *Halifax*
 - o Uniacke Square and surrounding area
 - o Bayers-Westwood and Fairview
 - o Spryfield
- *Dartmouth*
 - o Dartmouth North
 - o Woodside / Gaston Road
 - o Dartmouth East

In order to determine if the appropriate target group was recruited, the YAP used the YAPST, a questionnaire that assesses risk and resources in the lives of youth at risk of joining gangs. Youth and their parents/guardians filled out the YAPST prior to acceptance into the program and their scores were reviewed by the YAP staff to determine if the youth met the program requirements. The measure contains validated scales of factors central to the prevention of youth gang involvement, which were established in collaboration with national experts on gang prevention. A more detailed discussion about the YAPST is found in Section Six of this report.

3.0 Evaluation Questions

The evaluation sought to establish the viability of the YAP as an intervention that prevents youth gang membership, in terms of process, costs and predictable outcomes. The YAP-Logic Model (see page 8) summarizes the YAP's activities and outcomes. An evaluation matrix (see Appendix S) includes evaluation questions, data sources, and links to instruments. This evaluation includes a pre-, mid- and post-test design, using mixed-methods and incorporates youth, their primary caregivers, program staff and key stakeholders, to assess the process, outcomes and cost of the YAP. These three evaluation components are explained below.

3.1 Process-related Evaluation

The program activities (process) evaluated included youth intake, interventions with youth, parental involvement in the program, staff training, involvement of community partners, and the model of practice being employed. Specific questions answered include:

1. Are the youth referred to the program from the target population?
2. How many youth are being referred to the program?
3. How is the YAP deciding which youth to accept into the program?
4. Is the program successfully engaging youth who are referred?
5. How many youth engaged in the program are at risk of abusing substances?
6. How many youth engaged in the program are at risk of trafficking and/or dealing in illegal substances?
7. Are there members of the target population who are not being reached?
8. How is each youth's assessment material used to develop action plans?
9. What activities are included in the action plans?
10. How are the youth's family and other key stakeholders (such as their school, social worker and so forth) included in the development of the youth's action plan?

11. How does the program engage youth and their families? (i.e. who is meeting with youth and their families? How long are meetings with youth and their families? How many meetings are ended early or cancelled? Why and by whom?)
12. What formal supports and informal resources are being made available to the youth?
13. How are the youth's family and other key stakeholders (such as school, social worker and so forth) engaged in carrying out the goals and activities of the youth's action plan?
14. With what frequency and intensity are youth and their parents/guardians using available services provided through the YAP? How often and for how long?
15. What is the optimal amount of time required for youth to successfully exit the program?
16. What criteria are used to decide when a youth should exit the program?
17. What is the rate at which youth leave the program prematurely?
18. In cases where youth leave the program prematurely, what reasons do they give for their departure?
19. How does the program report its performance back to its stakeholders?
20. Which aspects of the intervention facilitate participation and which are barriers?
21. What are parents'/caregivers' experiences with the program?
22. How effectively do staff maintain fidelity to the model of intervention?
23. Who are the partners that have ultimately engaged in the program?
24. How effectively do the program staff work with the program partners?
25. Were staff selection practices, training, and skills adequate for the intervention?
26. Is the appropriate structure in place to maintain the project?

3.2 Outcome Evaluation

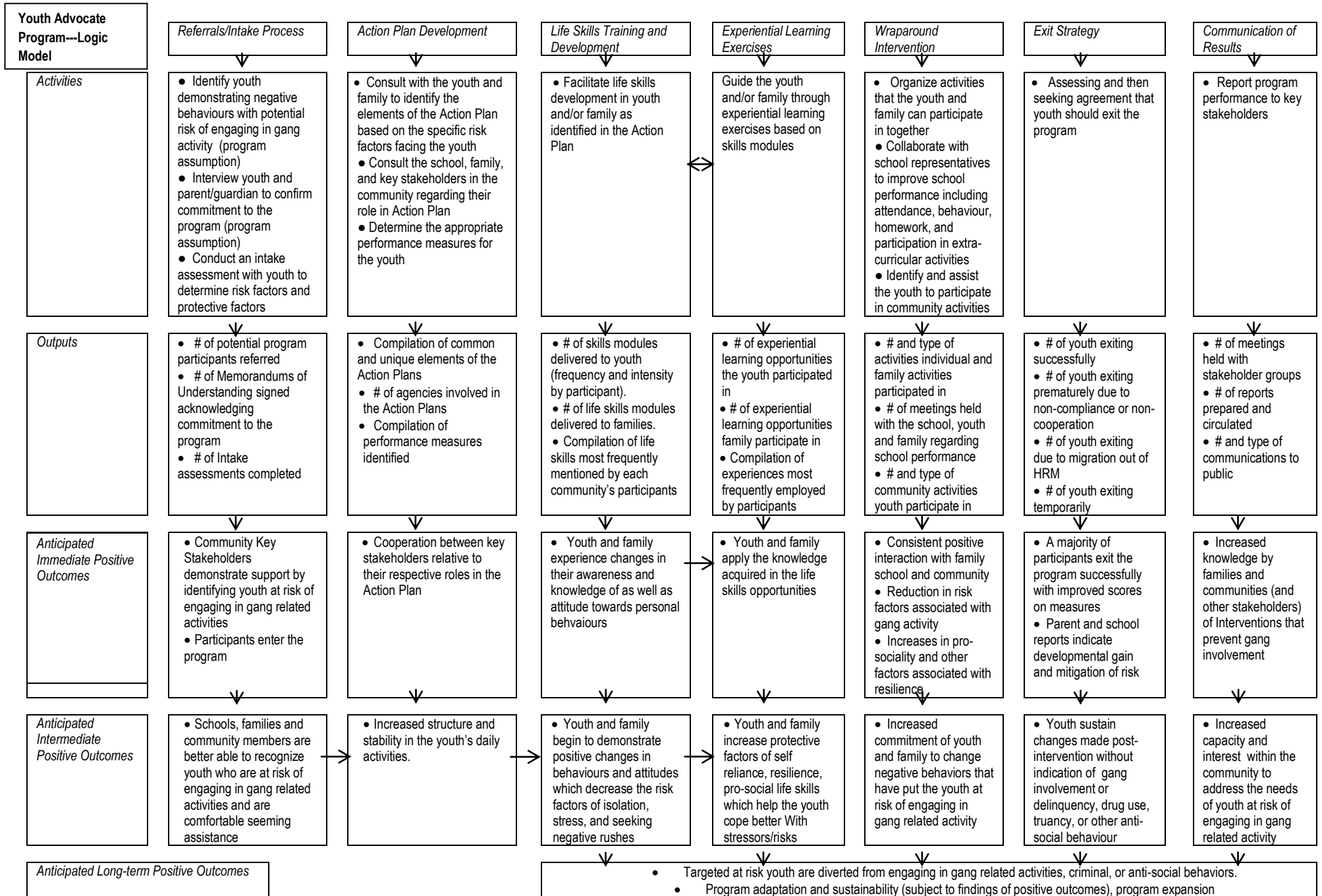
The outcome component of the evaluation assessed the goals and objectives achieved. As such, the outcome evaluation sought to answer the following questions:

1. Did the program reduce isolation and negative rushes among youth at risk of gang activity?
2. Did the program increase the pro-social and life skills competencies among participating youth?
3. Did these changes reduce the incidence of factors associated with criminality?
4. Is the community aware of the program?
5. Does the community value the program as a resource to intervene with youth at risk of gang involvement?
6. Are parents/guardians experiencing an increase in knowledge of available services and service provision processes?
7. Are parents/guardians experiencing an increase in youth and family service resources from both the program and the community?
8. Was the project more successful in achieving outcomes with some subgroups or communities than with others?
9. Were there any unanticipated outcomes of the project (either positive or negative)?

3.3 Descriptive Cost Analysis

Costs of the program (both financial and in-kind) were evaluated in terms of both cost and efficiency. Our analysis of the data relates to the following questions:

1. What is average annual cost of the program? (i.e. staff, volunteers, transportation, materials, space)
2. What is the average cost per youth?
3. What is the distribution of cost across project sub-groups (i.e. costs by community) and activities (assessment, intake, intervention, and exiting) based on hours required and resources committed?
4. Are there any activities or sub-groups with particularly high costs?



5. Do costs vary over time? If so, what are some potential explanations?
6. What is the cost per youth when the program is operating at capacity? How does this compare to the actual cost when the program is not full? Are there any recommendations that result from this comparison?
7. How does the cost of the YAP compare with other service alternatives?
8. How does the cost per youth in the YAP compare with later costs related to youth involvement with Youth Justice or Mental Health?
9. Are there potential cost savings in using the YAP as a primary prevention program to avert at risk youths' involvement with Youth Justice and Mental Health services?

4.0 Methodology

4.1 Evaluation Design

- **Describe the overall evaluation design**

The evaluation of the YAP involves repeated questionnaire administration, qualitative interviews, file reviews and observation of activities. Youth who were referred to the YAP were initially assessed using the YAPST survey (discussed in more detail below) on a number of factors related to risk (such as gang involvement and frequency/extent of delinquent behaviour), resilience, and service use patterns. After being admitted to the YAP, youth were further assessed every six months while participating in the program. Upon graduation from the program, youth were given an exit assessment, followed by a final assessment six months after exit. Repeated measures allowed the evaluation team to build a picture of the youth's progression through the YAP and highlight any behaviour or attitude changes that may have resulted from the participants' involvement with the program. Qualitative data were also collected by means of individual interviews with a purposeful stratified sample of youth participants, interviews with staff, and group interviews with community and program stakeholders (parents, community committees, administrators as well as the advisory and executive committees). Finally, file reviews and observational data were used to identify program strengths and challenges.

To increase the external validity of findings, a comparison group of youth was included in the evaluation design. As it is unethical to restrict service use to such a vulnerable population, we have chosen not to include a control group. Our original design called for the assessment of youth who were referred to the program and were not immediately accepted, but rather placed on a wait list for later admission to the YAP. However, as no substantial waitlist was ever established, we attempted, instead, to establish matched community comparison groups who would be followed over time.

This evaluation is purposely designed to involve triangulated methods, meaning that multiple viewpoints are incorporated in the study to avoid the bias of any one stakeholder (Miles & Huberman, 1984; Lincoln & Guba, 1985; Rodwell, 1998). Furthermore, a process of dialogical reciprocity built into the design ensured that construct validity as a grounded theory emerged as we checked in with young people, parents, and professionals to see if the research team's interpretation of the data made sense to the evaluation's stakeholders. This report documents our final period of data collection. Over three years, this evaluation model has allowed us to ensure reliability and validity of the findings (Hunter & Brewer, 2003; Maxwell & Loomis, 2003).

To account for reliability and validity with the model, the evaluation team used information gathered throughout the process (e.g. during observations, while reviewing files).

Quantitative Data Collection and Analysis

The *Youth Advocate Program Screening Tool (YAPST)* is the primary quantitative data gathering tool for this evaluation. The YAPST assesses three key domains of the YAP (see Table 1):

1. Resilience/coping (including resources, self-esteem, family cohesion, role models and school attachment);
2. Risk exposure and associated factors (including hyperactivity, connection to aggression, violence and gangs, isolation, antisocial behaviour and externalizing behaviours such as substance abuse, sexual activity and negative rushes); and
3. Services accessed and satisfaction with services (important to assessing the sustainability of the program and links established by youth to service providers; a goal of Wraparound).

Table 1: YAPST Scales

YAPST Domain	Scales
Resilience/Coping	Child and Youth Resilience Measure (CYRM) SDQ Pro-social Behaviour Scale Rochester Youth Development Study (Self-esteem Sub-scale) Rochester Youth Development Study (Attachment to Teacher Sub-scale) OJJDP Student Survey (Attachment to School Sub-scale)
Risk Levels/Factors	SDQ Peer Problems Scale SDQ Conduct Problems Scale 4HSQ Delinquency Scale 4HSQ Risk Family Relationship Characteristics (Family Cohesion Sub-scale) OJJDP Student Survey (Victimization Sub-scale) Attitudes towards Guns and Violence Normative Beliefs about Aggression Attitudes towards Gangs Teen Conflict Survey (Impulsivity Sub-scale) OJJDP Student Survey (Impulsivity Sub-scale)
Service Use	Youth Services Survey

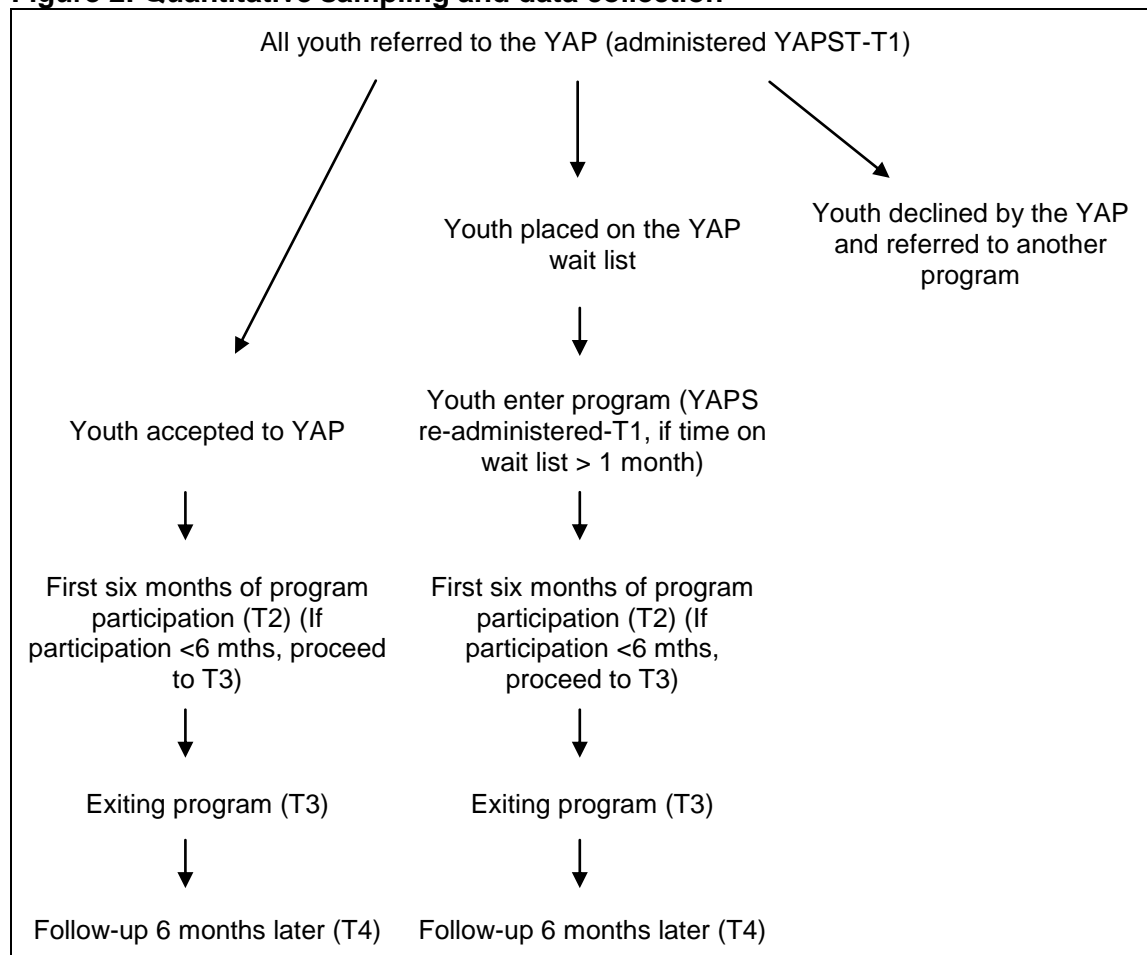
Table 2: YAP Risk Indicators

	Indicators
Isolation	Low commitment to school Low school attachment High levels of anti-social behaviour in school Low achievement test scores Identification as being learning disabled Problem behaviours (i.e. hyperactivity, externalizing behaviours, drinking, lack of refusal skills, & early sexual activity) Lack of adult female or male role models
Stress	Extreme economic deprivation Family management problems Parents with violent attitudes Sibling antisocial behaviour Presence of gangs in neighbourhood and/or friends or family who are gang members Academic or literacy levels below age appropriate grade level Have been perpetrator or victim of discrimination based on racism, socio-economic status, etc
Rushes	Proclivity for excitement and trouble Desire for group rewards such as status, identity, self-esteem, companionship, and protection Cultural norms supporting gang behaviour

Assessment of these domains allowed the evaluators to assess change among participants on key factors associated with engagement in gang activity, as identified in the original YAP proposal (Table 2). Changes in these domains allow the evaluators to assess program effectiveness.

The YAPST is designed for use with two age groups, specifically, 9-11 year olds (YAPST-A, see Appendix A) and 12-14 year olds (YAPST-B, see Appendix B). The two measures differ only with regard to questions omitted due to their lack of relevance to youth younger than 12. These questions are in Section A, Question 9 (“Do you have a boyfriend or a girlfriend?”), Section E (questions 31, and 33-37, relating to involvement with the Justice system) and Section G (questions 6, “How many times in the past year have you had sexual intercourse?” and 7 “How many times in the past year have you had unprotected sexual intercourse?”). The decision as to which questionnaire is administered at any particular testing session is based on age. To further allow for age, the measure may be administered over two sessions, each taking approximately 30 minutes. The questions are read out loud to the youth to ensure comprehension.

Figure 2: Quantitative sampling and data collection



A companion questionnaire (see Appendix C) asks a parent or legal guardian (the Person Most Knowledgeable—YAPST-PMK) the same general questions, gathering their perspectives about the youth.

The YAPST was used as the main assessment instrument for youth when they were referred to the program. Consequently, the YAPST and the YAPST-PMK were administered by YAP staff when youth were referred to the program. YAP staff then captured the data in an Excel file specifically designed by the evaluation team for this purpose. Excel files were sent to the evaluation team where a research associate transferred the data to SPSS for analysis. As all youth assessed for possible acceptance into the YAP completed the YAPST, available data was used to establish a profile of any differences between youth who were accepted, and those who were not accepted into the program.

Qualitative Data Collection and Analysis

Interviews with youth, parents, community members and a series of focus groups interviews and file reviews were conducted, as well as observations made of program activities. Twenty percent of files (active and inactive) were reviewed. Together, these activities sought to answer the following questions:

1. What characteristics do referrals to the program have?
2. How is the YAP deciding which youth to accept into the program?
3. How effectively do staff maintain fidelity to the model of intervention (Wraparound)?
4. What activities are included in the action plans?
5. How are the youth's family and other key stakeholders (such as school, social worker, etc.) included in the development of the youth's action plan?
6. How are the youth's family and other key stakeholders engaged in carrying out the goals and activities of the youth's action plan?
7. How does the program engage youth and their families? (i.e. Who is meeting with youth and their families? How long are meetings with youth and their families? How many meetings are ended early or cancelled? Why and by whom?)
8. What formal supports and informal resources are made available to the youth?
9. With what frequency and intensity are youth and their caregivers using available services provided through the YAP? How often and for how long?
10. Who are the partners that have ultimately engaged in the program?

Analysis of all qualitative data was guided by Glaser and Strauss' (1967; Strauss and Corbin, 1990) constant comparative method. This means that as themes developed from each interview and file review, findings were compared to those themes already found. As this process continued, the evaluation team was able to identify patterns consistent in the data. Themes are identified using sensitizing concepts (those that come from the literature, or concepts generated through previous studies like "fidelity" and "community engagement") and indigenous concepts (those that arise directly from the data as it is collected).

- **Describe why and how the planned evaluation design has changed during the study.**
- **Demonstrate what strategies were used to ensure the comparison group (if any) was feasible or comparable to the experimental group (i.e. matching techniques etc.)**
- **If a comparison group is in place, but data are not yet available, indicate when the analysis will be able to be done.**

Given that there was never a wait list with youth that could act as a comparison group, we attempted to establish matched community comparison groups that would be followed over time. Three different approaches were used:

Comparison Cohort 1: HRM Youth. A non-random sample of youth from the same communities in which the YAP operates were invited to participate in a comparison group through door-to-door solicitation. However, this was not data controlled by the evaluators, but rather by the YAP itself. As a result, the time two administration of the YAPST was delayed. The evaluation team has however recently taken over management of the data and we are currently following up with these youth. For the purposes of this evaluation we do have a small sample (n=21) of youth that have completed the YAPST a second time. For our two additional attempts we have used the resources of the Resilience Research Centre (RRC).

Comparison Cohort 2: School Group. With the help of the YAP (via introductions to school principals), the RRC team has administered the YAPST questionnaire to a population of several hundred youth in junior high schools in the same target communities as the YAP. The second administration of the YAPST to these youth is due in December 2010 and January 2011. Therefore, this data has not been included in this report.

Comparison Cohort 3: Service Using Youth. A third data set has been drawn from the Pathways to Resilience Research Program, a program conducted by the evaluators and funded by the Canadian Institutes of Health Research. In this study, the evaluation team is meeting with multiple service-using youth from Atlantic Canada, to complete a measure that contains many of the same scales as the YAPST. Data from the Pathways study used in the YAP evaluation will be matched to the YAP sample by age and gender, noting differences in average service use, pro-social behaviour, conduct problems, and delinquency scores.

Though this comparison group was not a perfect fit with the YAP population, it was a compromise solution given the lack of access to youth who more closely fit the profile of young people admitted into the program.

Throughout this report, the HRM Youth (Cohort 1) made up, what we refer to as, a community comparison group. This sample consisted of 99 youth who were compared to YAP youth in this report in the following sections: the general profile, within discussions about the target population, and throughout the outcome evaluation findings. To further strengthen the comparative analysis in discussions about the target population, the Service Using Youth (Cohort 3) were compared to YAP youth, in addition to HRM Youth (Cohort 1). While the School Youth (Cohort 2) are not included in this report, we anticipate including them in future journal articles and publications [See also Section 4.4, page 19, for additional discussion of the comparison group].

- **Identify the various threats to validity and how these are being mitigated in the evaluation.**

This evaluation made use of a quasi-experimental design that incorporated both qualitative and quantitative methods. This meant that participants in the program were purposefully selected to participate and that the impact and outcomes of the program were assessed by means of both quantitative and qualitative measures. In other words, methods were triangulated to strengthen findings.

Internal validity was increased through the use of qualitative data, which ensured that important variables were not missed during the evaluation and allowed the team to evaluate aspects of the program that contributed to individual change. Threats to internal validity included maturation (the observable change may be attributable to the youth becoming and change in their behaviour naturally) and testing (repeated administration of the measure may create familiarity with the expected responses increasing measures of service use and patterns of pro-sociality). The use of mixed methods ensures that we see if either threat to internal validity is

genuine. A stratified sample of qualitative interviews allowed us to ask the youth specific questions about changes in their behaviour.

External validity was increased through the use of quantitative measures which assessed the impact of the program on youth as well as youth outcomes using a pre-, mid-, post- and follow-up test design, measuring change in participating youth over time. These results will be enhanced by comparisons with the newly established school cohorts that will also facilitate assessment of the program's impact over time. External validity is increased through this use of comparison data and qualitative methods, which provide a more contextualized description of the population.

Construct validity was ensured through both quantitative and qualitative approaches. Quantitatively, measures in the YAPST have been used in other studies of youth in gangs nationally and have previously been validated. Qualitatively, construct validity was ensured by asking youth for clarification of themes that emerged during the evaluation such as, what kind of services were most useful, the most helpful aspects of staff involvement, etc.

Furthermore, a process of dialogical reciprocity (theory generation is shared between researchers and participants) built into the design ensured construct validity as a grounded theory (a substantive explanation of the phenomena observed) emerged as we checked in with young people, parents, and professionals to see if the research team's interpretation of the data made sense to the evaluation's stakeholders. Collectively, these procedures have allowed us to increase reliability and validity in this evaluation (Hunter & Brewer, 2003; Maxwell & Loomis, 2003).

- **Describe any quality assurance protocols implemented**

Evaluation researchers were trained by the management team and experienced researchers at the Resilience Research Centre to administer the YAPST questionnaires and conduct interviews as well as file reviews. Evaluators received a package containing the various consent forms (see Appendices O, P, Q and R), all versions of the YAPST (see Appendices A, B and C), and all versions of the interview guides (see Appendices E, F, G and H) to review. Evaluators engaged in practice administrations prior to entering the field and observed experienced staff conduct questionnaires. Ethical procedures were explained to all evaluators and in addition the RRC provided an ethical procedure booklet at the centre to reference as needed. Regular staff meetings were also held to review the questionnaire and discuss rephrasing particular questions that may create confusion during administration and to review administration procedures. For interviews, evaluators were encouraged to practice asking questions with experienced staff. In addition, staff received file review guidelines, a template (see Appendix N) and assistance from experience staff for initial commencement. Staff who were involved in data entry were trained to use the SPSS data base to input questionnaire data and compute participant scores for the YAP within a twenty-four hour period.

- **Describe how fidelity was measured.**

The YAP's and YAW's fidelity to the Wraparound Model was measured by the evaluation team while doing file reviews and during field observations of interactions between the workers and the program participants. The evaluation team noted examples that were in keeping with the design laid out by the model, as well as any examples that conflicted with the traditional Wraparound Model.

- **Provide a brief discussion of the ethical considerations used in the evaluation.**

Ethics approval was obtained from Dalhousie University's Social Science and Humanities Research Ethics Board (see Appendix M).

Informed Consent

Participating youth and their parents/legal guardians were informed of the evaluation during their first meeting with the YAW of YAP and signed an agreement to participate in the evaluation as part of their broader agreement to participate in the program.

Once evaluation activities began, members of the evaluation team met with youth and their parents/caregivers. At these meetings detailed explanations of the evaluation were given along with letters of information. At these meetings youth and their families were also asked to sign consent forms (see appendices O and P). These forms clearly indicated the previous agreement with the YAP to participation in the evaluation.

The YAP staff and management were also given the evaluation design described to them in detail by the evaluation team; they were also provided with letters of information and asked to sign consent forms regarding their participation in the entire evaluation at the start of the evaluation (see Appendix Q).

Stakeholders participating in focus groups were provided with letters of information and then signed consent forms at the start of each focus group (see Appendix R).

Confidentiality

The data collected for this evaluation was of a personal and sensitive nature. To this end, information gathered from all participants is kept confidential and anonymous to those outside the evaluation team by changing identifying information, placing no identifying information on transcripts or audio records, and keeping these records stored securely on Dalhousie's premises. Any documentation containing identifying information (such as consent forms) has been stored separately from data, again in a securely locked cabinet.

All participants were given the opportunity to ask questions before, during, and after the evaluation. Before the evaluation commenced, participants were made aware that some questions they would be asked might make them recall stressful situations, which may trigger uncomfortable memories and feelings. Participants were also made aware of their right to refuse to answer any of the questions should they so chose. Participants were presented with further debriefing information after completing the questionnaire or the qualitative interview and all clients were offered contact information for a mental health professional should participation in the evaluation process cause them distress.

In the event that, during the course of the research, information became known that a youth was at risk, came to light, or another child or adult was in danger, the researchers were obligated to report the matter to the proper authorities. This did not occur during this evaluation.

Use and Disposal of Data

Original data (questionnaire and interview transcripts) will be kept in a locked cabinet for a minimum of five years after publication of the evaluation. All CDs and audio files of recorded qualitative interviews have been kept in a locked cabinet, to be destroyed (by being physically broken or deleted) within six months following their transcription.

Quotations from the evaluation data will be used in publications. Participants were made aware of this during the information and consent process. As a result, permission to use quotations was obtained from participants when they consented to participate in the evaluation. When we publish the results of our findings, in particular, qualitative data identifying information about participants or other third parties will be disguised and contextualizing information will be changed sufficiently to disguise the identity of the individual.

4.2 Data Collection Methods

- **Report who administered the data collection and provide information on how this process may have contributed favourably/negatively to the findings.**

The first administration of the YAPST questionnaire with youth was administered by the YAW. This contributed favourably to the process, because it gave the workers the opportunity to start engaging with the youth. The YAWs continued to administer the YAPST with program participants, so long as they were still active in the YAP. Upon exiting the program, the YAPST was administered by a member of the evaluation team. This process was facilitated by the YAW, so as to draw on the strengths of the relationship between the youth and their YAW. All further administrations were completed by a member of the evaluation team.

Table 3: Data collection

How:	Who:	When:
Assessment interviews, YAPST data and other personal information gathering	YAP Youth Advocate Workers	Ongoing
Interview youth 3 months after entering the program, and when exiting the program	Evaluation Staff	Ongoing
Interview YAW's and YAP staff and management	Evaluation Staff	July-October
Interview parents/guardians	Evaluation Staff	October-December
How:	Who:	When:
Focus group interview YAP advisory committee	Evaluation Staff	October
Focus group interview with stakeholders	Evaluation Staff	October-December
YAP observation	Evaluation Staff	Ongoing
YAP youth file reviews	Evaluation Staff	September-November

- **Identify the data sources/instruments used in this report.**

The YAPST (see Appendix A and B) was used as the main assessment instrument for youth when they were referred to the program. The YAP's use of the YAPST allowed the evaluation team to implement a quasi-experimental pretest, post-test design for the quantitative component of the evaluation. All consenting youth who were referred to the YAP completed the screening measure. Building on the information gathered during the screening process, youth accepted into the program completed the screening measure a second time after six months of participation, when their involvement lasted at least that length of time. They again completed the YAPST upon exiting the program. Youth who exited the program before six months completed the YAPST upon exiting. All youth were also asked to complete the YAPST six months after exiting the program. While questions relating to date of birth and sex were not asked after the first administration, all other demographic information contained in Section A was asked of youth at each administration to assess for changes in both the youth's sense of identity and living arrangements.

A sub-sample of youth participating in the YAP was selected to participate in individual interviews, based on their responses to the YAP measure when entering the program. Interviews were guided by an interview schedule (see Appendix E) and were conducted by

evaluation staff. Further interviews were conducted with these youth when exiting the program. Parents/guardians of some youth were also interviewed by the evaluation staff using a similar interview guide as the youth (see Appendix F).

All six youth advocate workers in the program were interviewed as well as members of the YAP staff and management (see Appendix H). Interviews explored issues and aspects of the program and issues specific to the program as they arose in file reviews and observations.

Committees from two of the six communities and the YAP advisory and executive committees participated in focus group interviews. Interviews were conducted by evaluation staff guided by an interview schedule (see Appendix G). Additional data was also generated through repeated observation of various program activities (such as committee meetings, YAW meetings, and meetings with youth). In-depth reviews or audits of all YAP youth files were also carried out.

- **Provide the response rates for various measures.**

Since the program's inception, 73 youth who were referred to the program completed the YAPST (see Appendix A and B). This includes one youth who was assessed but not initially accepted into the program, then re-referred, re-assessed and accepted into the YAP. A total of 57 youth were accepted into the program over its duration; 27 of these youth are currently active within the program. Fifteen of the files were closed for the following reasons: one youth went to jail, three were referred into DCS custody, five moved out of the area, and six withdrew from the program due to a lack of interest. In total, 15 youth have graduated from the program to date.

Of the 57 youth who completed the first YAPST measure and were accepted, 34 completed the YAPST (see Appendix A and B) measure six months after their initial assessment. Eighteen youth completed the measure at one year. Five youth completed the assessment a year and a half after their initial assessment. These totals include 18 "exit" assessments at the time of leaving the program (as opposed to one-year assessments which happen to coincide with a youth leaving the program). Three youth completed the six month follow-up after exiting the program. In total, one 153 assessments were completed in the primary group since the program's inception.

Ninety-nine comparison youth from the community (or secondary group) also completed the YAPST. Twenty-one of these youth finished the YAPST measure at six months. In total, one hundred and twenty comparison assessments were completed in the secondary group since the program's inception.

The YAPST was also administered to 81 PMKs (Person Most Knowledgeable about the youth) as identified by the youth. Four PMKs completed the measure at six months from their initial assessment. In total, 85 assessments were completed in the PMK group.

Response rates for the individual scales contained within the YAPST tool (see Appendix A, B and C) are as follows:

Table 4: Individual Scale Response Rates

Scales	Primary Group						Comparison Group		PMK	
	T1	T2	T3	T4	Exit	Post	T1	T2	T1	T2
Child and Youth Resilience Measure (CYRM)	64 (88%)	30 (88%)	14 (78%)	4 (80%)	15 (83%)	3 (100%)	88 (89%)	21 (100%)	69 (85%)	3 (75%)
SDQ Pro-social Behaviour Sub-scale	73 (100%)	34 (100%)	18 (100%)	5 (100%)	18 (100%)	3 (100%)	99 (100%)	21 (100%)	81 (100%)	3 (75%)
SDQ Peer Problems Sub-scale	72 (99%)	34 (100%)	17 (94%)	5 (100%)	18 (100%)	3 (100%)	99 (100%)	21 (100%)	81 (100%)	4 (100%)
SDQ Conduct Problems Scale	73 (100%)	34 (100%)	17 (94%)	5 (100%)	17 (94%)	3 (100%)	99 (100%)	21 (100%)	81 (100%)	4 (100%)
Self-esteem Sub-scale	68 (93%)	33 (97%)	17 (94%)	5 (100%)	17 (94%)	3 (100%)	93 (94%)	21 (100%)	78 (96%)	4 (100%)
Family Relationship Cohesion Characteristics Sub-scale	67 (92%)	34 (100%)	17 (94%)	5 (100%)	16 (89%)	3 (100%)	90 (91%)	20 (95%)	77 (95%)	4 (100%)
Attachment to Teacher Sub-scale	71 (97%)	33 (97%)	17 (94%)	5 (100%)	17 (94%)	3 (100%)	99 (100%)	21 (100%)	76 (94%)	4 (100%)
OJJDP Student Survey Attachment to School Sub-scale	65 (89%)	27 (79%)	15 (83%)	5 (100%)	17 (94%)	3 (100%)	93 (94%)	21 (100%)	77 (95%)	3 (75%)
Delinquency Sub-scale of the 4HSQ	70 (96%)	32 (94%)	17 (94%)	5 (100%)	15 (83%)	3 (100%)	97 (98%)	21 (100%)	72 (89%)	3 (75%)
Substance Use/risk Behaviour Sub-scale of the 4HSQ	72 (99%)	34 (100%)	18 (100%)	5 (100%)	16 (89%)	3 (100%)	98 (99%)	21 (100%)	77 (95%)	4 (100%)
Teen Conflict Survey Impulsivity Sub-scale	72 (99%)	34 (100%)	18 (100%)	5 (100%)	17 (94%)	3 (100%)	95 (96%)	21 (100%)	81 (100%)	4 (100%)
OJJDP Student Survey Impulsivity Sub-scale	68 (93%)	32 (94%)	18 (100%)	5 (100%)	17 (94%)	3 (100%)	95 (96%)	21 (100%)	72 (89%)	2 (50%)
Normative Beliefs about Aggression Scale	72 (99%)	34 (100%)	16 (89%)	5 (100%)	17 (94%)	3 (100%)	98 (99%)	21 (100%)	79 (98%)	4 (100%)
Attitudes towards Guns and Violence Scale	68 (93%)	30 (88%)	18 (100%)	5 (100%)	15 (83%)	3 (100%)	94 (95%)	19 (90%)	78 (96%)	4 (100%)
Attitudes towards Gangs Scale	57 (78%)	29 (85%)	16 (89%)	5 (100%)	15 (83%)	3 (100%)	92 (93%)	19 (90%)	61 (75%)	4 (100%)
OJJDP Student Survey Victimization Sub-scale	71 (97%)	33 (97%)	18 (100%)	5 (100%)	17 (94%)	3 (100%)	94 (95%)	21 (100%)	70 (86%)	3 (75%)
Youth Services Survey (YSS) – Service liked	32 (44%)	14 (41%)	13 (72%)	1 (20%)	11 (61%)	3 (100%)	87 (88%)	19 (90%)	50 (62%)	2 (50%)
Youth Services Survey (YSS) – Service disliked	20 (27%)	9 (26%)	11 (61%)	1 (20%)	7 (39%)	1 (33%)	59 (60%)	7 (33%)	28 (35%)	1 (25%)

4.3 Data Analysis Methods

- **Identify the statistical tests used.**
- **Indicate whether the evaluation has enough statistical power to conduct tests of statistical significance.**

Reported statistics are largely descriptive in nature. Where statistical tests were conducted, these were limited to dependent sample t-tests within groups (for example, to assess differences in scores on the YAPST between participating youth when accepted into the program and when exiting) and independent-sample t-tests between groups (for example, to

assess differences in scores on the YAPST between youth who were accepted into the program and those who were not). One-way repeated measure ANOVA tests have also been used to determine changes in scores over time. Sample sizes (n) are given in tables and degrees of freedom are reported when giving t-statistics, along with effect sizes for significant differences where appropriate.

The sample size (n=258) of the data collected for this evaluation contributes to its statistical power. A large sample increases the chance of obtaining a statistically significant result when comparing groups. The administration of the YAPST at six month intervals maintained similar variances between the groups. In addition, the significance of the analysis (alpha level) was set at 0.05. This conservative limit means that the probability of the hypothesis being wrong is one in twenty.

- **Report the results including statistical significance, effect sizes and clinical significance where appropriate.**

This will be covered in section 9.0 Outcome Evaluation Findings and Interpretation

- **Identify qualitative data analysis methods that were used**

Data analysis of all qualitative data collected through the file reviews and interviews with youth, as well as interviews with program staff, program committees and key stakeholders, has been guided by Glaser and Strauss' (1967; Strauss and Corbin, 1990) constant comparative method. In practice, this means that as themes developed from each interview and file review, findings were compared to themes already found. As this process continued, the research team was able to identify patterns that were consistent across case studies. To identify themes, we used both sensitizing concepts (those that come from the literature, or concepts generated through previous studies like "fidelity" and "community engagement") and indigenous concepts (those that arise directly from the data as it was collected). Both sets of themes were used to identify trends in the stories individuals told about their lives and how their lives were represented in their files. This process continually broke ideas down (unitizing), then built up new explanations that captured more and more of the data (categorizing). Analysis ended when the team, with the help of research participants themselves, found a way to explain patterns in young people's development that were most likely to prevent gang involvement and the services that have been important to them.

This evaluation has been purposefully designed so that data have been triangulated, meaning that multiple viewpoints were incorporated in the study to avoid the bias of any one stakeholder (Miles & Huberman, 1984; Lincoln & Guba, 1985; Rodwell, 1998). These procedures have allowed us to meet Guba and Lincoln's (1989; Lincoln & Guba, 1985) criteria for reliability and validity in qualitative research that parallel the standards of internal validity, external validity, reliability and objectivity.

4.4 Methodological limitations

- **Identify the limitations of the evaluation and the implications these might have for the validity of the findings**

As noted earlier, our original design called for the assessment of youth placed on a YAP wait list to act as a comparison group. Because a wait list did not exist, the evaluators utilized a number of resources for comparisons to YAP youth. Comparison data then, consists of the following:

- Youth assessed for the YAP who have been accepted and not accepted.
- A non-random community comparison group from the same communities as YAP youth.

68% of participants report living with only one parent

- A sample of youth from junior high schools from the same target communities as YAP youth.
- Youth matched by gender, age and scores of delinquency in the RRC's Pathways study.

These comparison samples are a compromise the evaluators thought necessary to increase the validity of the findings.

The YAP was responsible for collecting the community comparison data and administered time one questionnaires; however, time two administrations became a challenge. As a result, there were few time two assessments done with the community comparison group. Recently, the evaluators have started collecting the time two administrations with this group and will have results in April.

5.0 Performance Monitoring Information

- **Provide information about the database used to collect and monitor the data**

All data was captured and stored in Microsoft Access. SPSS was used to analyze quantitative data and Atlas was used to analyze qualitative data. As previously mentioned, monthly Excel spreadsheets were also used as a means of communicating between the YAP staff and the evaluation team.

- **Provide some information about the performance monitoring reports**

Prior to this document, the evaluation team has prepared two annual reports and this final report. These reports were also complimented by a total of eight quarterly reports.

- **YAP Annual Reports to date: 2**
- **YAP Quarterly Reports to date: 8**

For further information regarding performance monitoring, see Appendix D.

6.0 Process Evaluation Findings

This section provides answers to the process evaluation questions found in the evaluation matrix (Appendix S)

6.1 General Profile of the Youth

Of the 73 individual youth who have been assessed for the program, 63 (86.3%) are boys, and ten (13.7%) are girls. Of the 57 youth who were subsequently accepted into the program, 48 (84%) are boys and nine (16%) are girls. Of the 73 youth who have been assessed, 31 (42.4%) are between the age of 9 and 11, 22 of whom (71% of the youth in this age group) have been accepted to the program. Forty-two (57.5%) of the youth who were assessed are between 12 and 15 years old, of whom 35 (83.3% of the youth in this age group) have been accepted. Collectively these findings suggest that *boys outnumber girls in the YAP sample of youth*. It also suggests that *not only are older youth being referred to the program, but that they are more likely to be accepted*.

Of all 73 youth assessed, 67 reported living with parents or guardians, with the remaining six having an alternative living arrangement. Nine youth (12.3%) lived with married parents/guardians and ten youth (13.7%) were with parents/guardians who lived together but

were not married. Forty-eight youth (65.8%) reported that they lived with a single parent/guardian. The remaining six (8.2%) youth had alternate living arrangements. These arrangements included living with the youth's grandmother or grandparents, or the youth's mother and grandmother. In total, 58 (79.5%) of YAP youth lived with at least one birth parent.

Of the 57 youth who were accepted into the program, six (10.5%) lived with married parents/guardians, eight (14%) with parents/guardians who lived together but were not married. Thirty-nine (68.4%) youth reported living with a single parent/guardian. The remaining four youth (7%) reported having an alternative living arrangement. A relatively high percentage of the youth who were accepted to the program lived with one birth parent (93.0%). Of the 16 youth who were not accepted into the program, three (18.8%) lived with married parents. Two (12.5%) lived with parents/guardians who were not married but living together and nine (56.3%) lived with a sole parent/guardian. Two youth reported having alternate living arrangements. In total, 13 of these youth (81.3%) lived with at least one birth parent.

In the community group of youth, 45 (45.5%) youth were boys and 54 (54.5%) were girls. Of the 99 community youth, 36 (36.3%) were between the ages of 9 and 11. Sixty-three (63.7%) were between the ages of 12 and 15.

Table 5: General Youth Profile

General Profile		YAP Youth			Community Comparison Youth (n= 99)
		Youth Assessed (n= 73)	Accepted into YAP (n= 57)	Not accepted into YAP (n= 16)	
Gender	Boys	63 (86.3%)	48 (84 %)	15 (93.75%)	45 (45.5%)
	Girls	10 (13.7%)	9 (16%)	1 (6.25%)	54 (54.4%)
Age	9-11 yrs.	31 (42.4%)	22 (38.6%)	9 (56.25%)	36 (36.3%)
	12-15 yrs.	42 (57.5%)	35 (61.4%)	7 (43.75%)	63 (63.7%)
Living Arrangements	Married parent/guardians	9 (12.3%)	6 (10.5%)	3 (18.8%)	24 (24.2%)
	Parent/ guardians not married	10 (13.7%)	8 (14%)	2 (12.5%)	15 (15.2%)
	Single Parent	48 (65.8%)	39 (68.4%)	9 (56.2%)	55 (55.6%)
	Alternative Arrangements	6 (8.2%)	4 (7%)	2 (12.4%)	4 (4%)
	Live with at least one birth parent	58 (79.5%)	53 (93%)	13 (81.3%)	88 (88.9%)

Twenty-four of the community group of youth (24.2%) reported living with a married parent/guardian. Fifteen (15.2%) lived with parents/guardians that lived together but were not married and 55 (55.6%) reported living with a single parent/guardian. Four youth (4%) reported an alternate living arrangement. These were all cases of split custody between the youth's mother and father. In total, 88 (88.9%) of these youth reported that they lived with one of their birth parents. These findings suggest that the youth who comprise the community comparison group are comparable to the YAP youth in terms of their general profile.

Youth accepted into the program show higher engagement with educational, child and family, and correctional services than youth who are not accepted into the program, meaning they likely require more services and are at higher risk.

Involvement with formal services

Given the nature of the population of youth the YAP is targeting, and the understanding that youth in high-risk contexts achieve better outcomes when contextual supports are both available and accessible (Cauce, et al., 1998; Conger & Armstrong, 2002; Dohrn, 2002; Kroll, et al., 2002; Murphy, 2002; Sagatun-Edwards & Saylor, 2000; Ungar, 2008; Ungar & Teram, 2000; Webb & Harden, 2003), the YAPST also assessed the youths' previous involvement with

formal services provided in the community, and their related experiences. While specific service use (such as being questioned by police) is asked about during assessment, final scores represent engagement with the service provider (in the case of the previous example, this would be Corrections). Service use is scored on a scale of 0 to 3, where:

- 0 = Never used these service
- 1 = Used this service once
- 2 = Used this service twice
- 3 = Used this service three times or more

Youth accepted into the program show higher engagement with educational, child and family, and correctional services than youth who are not accepted into the program, meaning they likely require more services and are at higher risk. Youth who were not accepted into the program showed slightly higher involvement with general health, mental health, and cultural and spiritual services. However, it should be noted that the difference between youth accepted into the program and those who were not was statistically significant only for younger youth and corrections ($t(28.541) = -2.927, p=0.007$), with a large effect size (22%, $n^2=0.22$). Younger youth who were accepted into the program were far more likely to have had involvement with the justice system than those who were not accepted into the program and the community comparison group. The involvement of younger YAP youth ($t(65) = 2.233, p=0.029$), and older youth ($t(49.185) = 5.544, p=0.000$) with corrections compared to the community comparison youth was also significant². Youth who were accepted into the program showed higher levels of engagement with corrections than the community comparison youth.

Younger youth who were accepted into the program were far more likely to have had involvement with the justice system than those who were not accepted into the program and the community comparison group.

Community youth show higher levels of engagement with general health services and child and family services. They showed the lowest levels of engagement with mental health services. It is noteworthy that in comparison to the community group, youth accepted into the YAP show higher levels of involvement with corrections regardless of age. Interestingly, accepted YAP youth also show higher levels of involvement with education support services than the community comparison group.

Youth accepted into the YAP also show lower levels of resilience and self-esteem than other youth.

Overall, caregivers report slightly higher rates of service use than do the youth themselves. This is to be expected, as caregivers would have a more comprehensive understanding and knowledge of services used by youth. In addition, youth may minimize their involvement with services or may not know when a service provider is a part of a particular formal system. The

² Using an independent samples t-test

exception is involvement with corrections by older youth. Here youth tend to report higher levels of involvement than levels reported by their PMKs.

Table 6: Youth and PMK engagement with formal services – mean scores at initial assessment

Formal Services	YAP Youth				Community Comparison Youth	
	Youth accepted into YAP		Youth not accepted into YAP			
	YAPST	YAPST-PMK	YAPST	YAPST-PMK	YAPST	YAPST-PMK
General Health Services	1.50 (SD=0.60)	1.77 (SD=0.49)	1.65 (SD=0.32)	1.79 (SD=0.52)	1.67 (SD=0.45)	1.75 (SD=0.56)
Educational Services	0.92 (SD=0.59)	1.03 (SD=0.57)	0.69 (SD=0.56)	0.83 (SD=0.45)	0.79 (SD=0.55)	0.82 (SD=0.84)
Child and Family Services	0.44 (SD=0.40)	0.52 (SD=0.42)	0.31 (SD=0.25)	0.42 (SD=0.34)	0.46 (SD=0.29)	0.13 (SD=0.19)
Mental health Services	0.34 (SD=0.47)	0.27 (SD=0.38)	0.58 (SD=0.42)	0.60 (SD=0.58)	0.13 (SD=0.24)	0.16 (SD=0.23)
Corrections (younger youth)	1.57 (SD=1.29)	1.95 (SD=1.23)	0.64 (SD=0.51)	0.90 (SD=0.88)	0.63* (SD=1.11)	1.60 (SD=1.22)
Corrections (older youth)	0.63 (SD=0.48)	0.53 (SD=0.53)	0.40 (SD=0.32)	0.40 (SD=0.37)	0.16* (SD=0.22)	0.12 (SD=0.14)
Cultural and Spiritual Services	0.11 (SD=0.33)	0.03 (SD=0.11)	0.08 (SD=0.20)	0.00 (SD=0.00)	0.13 (SD=0.42)	0.44 (SD=0.34)

Youth reporting of cultural and spiritual service use is higher than reported by PMKs, except in the case of the community comparison youth. It may be the case that youth are seeking cultural and spiritual services without the knowledge of their PMKs; alternatively the youth's PMKs may not consider a particular service to be cultural or spiritual in nature even though the youth views it as such (for specific questions asked under each service type, please see section E of the YAPST version A and B and section D of the YAPST-PMK in Appendix A, B and C).

Pre-test results for assessed youth Resilience and resources

Resilience and resources available to the youth referred to the YAP are measured by six scales: the Child and Youth Resilience Measure (CYRM), the SDQ Pro-social Behaviour sub-scale, the Rochester Youth Development Study Self-Esteem sub-scale, the Family Relationships Characteristics Cohesion sub-scale, the Rochester Youth Development Study Attachment to Teacher sub-scale, and the OJJDP Student Survey Attachment to School sub-scale. Greater resilience and increased resources are expected to be buffers against criminal activity and gang involvement. They should increase as a result of involvement with the YAP over time. All of the tables in the following section were generated through independent-sample t-tests.

The CYRM is based on questions related to the

Youth accepted into the YAP have significantly decreased abilities to form age-appropriate relationships with peers, manifest more anger and impulsiveness through problematic conduct, engage in significantly higher levels of delinquent behaviour and substance use and have significantly more normative attitudes about aggression and the existence of gangs than youth who are not accepted into the program and youth from the community.

individual capacity, available relationships, connection to culture and contextual resources in the lives of respondents. Higher scores indicate higher levels of resilience, with a maximum score of 145 and a minimum score of 28. Youth who were accepted and those who were not accepted into the program differ on their mean CYRM scores (113.42 versus 118.57) showing a mean difference of 5.15. While this is not a large difference between the two groups the standard deviation shows that youth not accepted to the program had larger variations in their scores. Reasons for not accepting youth are discussed later in this report and provide context around non-acceptance. A statistically significant difference exists between YAP youth and the community group; ($t(152)=-5.691, p=0.000$). This indicates that the community group of youth generally see themselves as more resilient than youth entering the YAP. PMKs assessed youth who were not accepted into the program as being less resilient than youth who were accepted (104.20 versus 97.58) showing a mean difference of 6.62, while PMKs for the community group were on par with youth ratings. However, both non-accepted and accepted youth rated themselves as more resilient than their PMKs.

Table 7: CYRM

Participants	YAP Youth						Community Comparison Youth		
	Youth Accepted			Youth Not Accepted			Mean	SD	n
	Mean	SD	n	Mean	SD	n			
Youth	113.42	12.74	50	118.57	15.21	16	126.35*	11.95	88
PMK	104.20	16.05	50	97.58	15.18	12	126.71	8.75	7

The *SDQ Pro-social Behaviour* sub-scale reflects the youth's engagement in pro-social behaviour. Higher scores suggest that the youth acts in ways that aim to help or benefit others. There are essentially no differences between PMK mean scores for youth who are accepted, not accepted or from the community group. For all groups of youth, PMKs rated youths' pro-social behaviour on par with the youth themselves. Youth who were accepted into the program scored themselves lower on the pro-social behaviour scale than those who were not accepted, but again this difference is not significant. There was, however, a statistically significant difference between the scores of the youth in the program and the community group ($t(172)= -3.768, p=0.000$), with a small effect size (8%, $n^2=0.08$). The community comparison youth rated themselves significantly higher on the *Pro-social Behaviour* sub-scale

Table 8: SDQ Pro-social Behaviour Sub-scale

Participants	YAP Youth						Community Comparison Youth		
	Youth Accepted			Youth Not Accepted			Mean	SD	n
	Mean	SD	n	Mean	SD	n			
Youth	7.63	1.63	57	8.05	1.73	18	8.64*	1.50	99
PMK	8.19	2.99	57	8.00	1.83	16	9.00	1.31	8

The *Rochester Youth Development Study Self-Esteem* sub-scale reflects the youths' sense of their self-worth. Higher scores indicate a higher sense of self-esteem, with a minimum score of 1 and a maximum score of 4. There was a lack of agreement between the mean scores of PMKs and youths regarding self-esteem. The scores of the community youth were statistically and significantly higher than the YAP youth ($t(161)= -3.735, p=0.000$), with a small effect size (8%, $n^2=0.08$).

Table 9: Self-Esteem Sub-scale

Participants	YAP Youth						Community Comparison Youth		
	Youth Accepted			Youth Not Accepted			Mean	SD	n
	Mean	SD	n	Mean	SD	n			
Youth	2.93	0.39	54	2.85	0.40	16	3.16*	0.45	93
PMK	8.19	2.99	57	8.00	1.83	16	8.15	2.76	73

The *Family Relationships Characteristics Cohesion* sub-scale measures the level of family cohesion in a youth's life. Higher scores indicate more closeness and bonding among family members with a minimum score of a 1 and maximum score of 4. Youth accepted to the program showed lower scores than all other groups but this was not statistically significant. PMK and youth scores are similar. Considering that the maximum possible score on the *Family Relationships Characteristics Cohesion* sub-scale is 4, it seems as though the youth being assessed by the YAP do feel relatively close to their families, with a mean score of nearly 3. The difference between the scores of the YAP youth compared to the community youth was statistically significant ($t(157) = -3.783, p=0.000$), with a small effect size (8%, $r^2=0.08$).

Table 10: Family Relationship Characteristics Cohesion Sub-Scale

Participants	YAP Youth						Community Comparison Youth		
	Youth Accepted			Youth Not Accepted			Mean	SD	n
	Mean	SD	n	Mean	SD	n			
Youth	2.90	0.49	54	3.05	0.59	15	3.26*	0.54	90
PMK	2.77	0.55	54	2.80	0.40	15	3.09	0.52	8

The *Rochester Youth Development Study Attachment to Teacher* sub-scale reflects the youth's attachment to teachers where higher scores indicating greater attachment to teachers, with a minimum score of 1 and a maximum score of 4. Although differences between the two groups of YAP youth are not significant, youth who are accepted into the YAP report slightly less attachment to their teachers - a finding confirmed by their PMKs. There was, however, a statistically significant difference between the scores of the youth in the program and the community group ($t(170) = -2.399, p=0.017$), with a small effect size (3%, $r^2=0.03$).

Table 11: Attachment to Teacher Sub-scale

Participants	YAP Youth						Community Comparison Youth		
	Youth Accepted			Youth Not Accepted			Mean	SD	n
	Mean	SD	n	Mean	SD	n			
Youth	2.54	0.48	56	2.68	0.47	17	2.75*	0.45	99
PMK	2.54	0.48	52	2.64	0.41	16	2.63	0.40	8

The *OJJDP Student Survey Attachment to School* sub-scale reflects the youth's attachment to school where higher scores indicate a higher attachment, with a minimum score of 1 and a maximum score of 5. There was a statistically significant difference between the scores for the youth in the program and community group ($t(112.631) = -5.052, p=0.000$), with a small effect size (14%, $r^2=0.14$). Youth who are not accepted into the program and the community group show more of an attachment to school than youth who are accepted. The largest difference exists between the PMK scores of the youth accepted into the program and the community group.

Table 12: Attachment to School Sub-scale

Participants	YAP Youth						Community Comparison Youth		
	Youth Accepted			Youth Not Accepted			Mean	SD	n
	Mean	SD	n	Mean	SD	n			
Youth	3.57	0.79	52	3.97	0.69	14	4.23*	0.58	93
PMK	3.39	0.69	55	3.41	0.82	15	4.14	0.47	7

Risk

The *SDQ Peer Problems Sub-scale* assesses the youth's ability to form age appropriate relationships, where a higher score indicates decreased ability to form healthy relationships with

peers. The scale has a minimum score of 0 and a maximum score of 10. The mean score for youth accepted into the program is 2.05 (SD=1.75), for youth not accepted the mean score is 3.33 (SD=2.00), and the community group's score is 1.93 (SD=1.57). The difference in scores for youth accepted into the program and those not accepted is not statistically different. Youth who are accepted into the YAP do not, therefore, appear to have difficulties in forming friendships when looking at self-report scores. Interestingly though, the community group scored lower indicating they are most likely to form age appropriate friendships and the community group's PMK scores also show that parents score their youth lower than any other group. For youth accepted into the program PMKs score their peer relations as better than the youth score themselves.

Table 13: SDQ Peer Problems Sub-scale

Participants	YAP Youth						Community Comparison Youth		
	Youth Accepted			Youth Not Accepted			Mean	SD	n
	Mean	SD	n	Mean	SD	n			
Youth	2.05	1.75	56	3.33	2.00	18	1.93	1.57	99
PMK	3.18	2.32	57	3.81	2.51	16	1.75	1.98	8

The *SDQ Conduct Problems Sub-scale* measures a youth's engagement in problematic conduct, where higher scores indicate increased risk of a conduct disorder. As might be expected, youth who are accepted into the program score higher on the scale than those who are not accepted or from the community group. The mean score for youth accepted into the program is 5.28 (SD=1.89), indicating concerns regarding impulsivity and anger management. The mean score for youth who were not accepted is 4.50 (SD=1.69), which is actually just above the borderline for problems. There was a statistically significant difference between the scores for the youth in the program and the community group ($t(172)=7.126, p=0.000$), with a medium effect size (23%, $n^2=0.23$). The community group scored the lowest on this scale with a mean of 3.15 (SD=1.72). In comparison to the youth scores, parent scores differed on two accounts. Parents of youth not accepted to the program gave the youth higher conduct problem scores, while parents from the community group rated their youth lower than the youth score.

Table 14: SDQ Conduct Problems Sub-scale

Participants	YAP Youth						Community Comparison Youth		
	Youth Accepted			Youth Not Accepted			Mean	SD	n
	Mean	SD	n	Mean	SD	n			
Youth	5.28	1.89	57	4.50	1.69	18	3.15*	1.72	99
PMK	5.19	2.07	57	5.44	1.93	16	2.13	2.10	8

The *4HSQ Delinquency Scale* measures the youth's engagement in delinquent behaviour (such as theft, aggression, vandalism, and so forth) related to conduct. Higher scores indicate higher levels of delinquency with a minimum score of 0 and a maximum score of 20 for YAPST Version A (i.e. youth aged 9-11 years), or a maximum score of 28 for YAPST Version B (i.e. youth aged 12-14). The mean score for younger youth accepted into the program is 7.57 (SD=4.94), while for youth who were not accepted it is 2.90 (SD=2.47) and for the community group 6.20 (SD=4.82). For this younger group of youth, there is a statistically significant difference in scores between those accepted into the program and those who were not ($t(28.841)=-3.511, p=0.001$), with a large effect size (30%, $n^2=0.30$). There is also a statistically significant difference between YAP youth and the community comparison group ($t(52.697)=4.282, p=0.000$), with a medium effect size (23%, $n^2=0.23$). PMKs for both accepted and non-accepted youth report delinquency at a higher level than the youth themselves, while PMKs for the community group report delinquency at a much lower level than the youth.

Table 15: 4HSQ Delinquency Scale Version A

Participants	YAP Youth						Community Comparison Youth		
	Youth Accepted			Youth Not Accepted					
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Youth	7.57	4.94	21	2.90	2.47	10	6.20*	4.82	34
PMK	8.76	5.64	17	4.90	4.01	10	0.50	.707	2

The mean delinquency score for older youth accepted into the program is 13.03 (SD=6.70), while for youth who were not accepted it is 5.83 (SD=6.01) and for the community group 2.79 (SD=3.60). For this older group of youth, there is a statistically significant difference in scores observed between the youth accepted into the program and those who were not ($t(39) = -2.462$, $p=0.018$), with a small effect size (17%, $n^2=0.17$). Comparison of the YAP youth to the community comparison youth was also significant ($t(53.861)=7.739$, $p=0.000$), with a medium effect size (37%, $n^2=0.37$). For all three groups of youth, PMKs report lower levels of delinquency than the youth themselves. Older youth, however, report far more delinquent behavior than younger youth, except for the community group where just the opposite occurs.

Table 16: 4HSQ Delinquency Scale Version B

Participants	YAP Youth						Community Comparison Youth		
	Youth Accepted			Youth Not Accepted					
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Youth	13.03	6.70	35	5.83	6.01	6	2.79*	3.60	63
PMK	8.88	6.20	32	4.60	2.97	5	0.33	0.52	6

The *4HSQ Risk Scale* measures youth engagement in delinquent behaviour in terms of substance use where higher scores indicate more risk with a minimum score of 0 and a maximum score of 21. As might be expected, youth who are accepted into the program engage in more delinquent behavior related to substance use than youth who are not accepted into the program and those in the community group. PMKs are also more likely to report higher substance-related delinquency among youth who are accepted into the program, as opposed to those who are not and the community group. Reported risk for all groups by PMKs is lower than that reported by the youth themselves; youth may be able to largely conceal their substance use from caregivers and adults who know them well and therefore the full extent of their problems may not be known to others. The difference between substance use risk for youth who are accepted and not accepted into the program is significant at ($t(56.819) = -4.121$, $p=0.000$), with a small effect size (19%, $n^2=0.19$). There is also significant difference between the YAP youth and community comparison youth ($t(98.675)=5.580$, $p=0.000$), with a small effect size (15%, $n^2=0.15$).

Table 17: 4HSQ Risk Scale

Participants	YAP Youth						Community Comparison Youth		
	Youth Accepted			Youth Not Accepted					
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Youth	3.25	3.16	56	0.89*	1.64	18	0.54*	1.47	98
PMK	2.11	3.06	54	0.80	1.57	15	0.38	0.74	8

The *OJJDP Student Survey Victimization* sub-scale measures levels of victimization experienced by youth. Higher scores indicate higher levels of victimization with a minimum score of 1 (experiencing no victimization during the past 6 months) and a maximum score of 5 (experiencing episodes of victimization more than 26 times in the last 6 months). All youth report low rates of victimization overall and there is little difference between all the youth scores. Though the rates of victimization reported by youth are low, youth report being involved in

physical altercations that include the use of weapons such as baseball bats, hockey sticks, golf clubs, knives and guns. Scores of PMKs do not differ markedly in any way from youth scores.

Table 18: Victimization

Participants	YAP Youth						Community Comparison Youth		
	Youth Accepted			Youth Not Accepted					
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Youth	1.48	1.53	56	1.33	0.38	17	1.25	1.13	94
PMK	1.23	0.29	48	1.33	0.36	15	1.08	0.17	7

The *Attitudes towards Guns and Violence Questionnaire* measures the youth's attitude towards guns, physical aggression and interpersonal conflict. Higher scores indicate a more positive attitude towards guns and violence. In the YAPS, the total score of the questionnaire is used with a minimum score of 0 and maximum score of 46. In the YAPS-PMK, the minimum score is 0 and the maximum score is 24. There is little difference between youth who were and were not accepted into the YAP. However, there was a significant difference between the community group and YAP youth ($t(108.39)=5.506$, $p=0.000$), with a small effect size (16%, $r^2=0.19$).

This lack of variation between youth accepted and not accepted is not really surprising, since the youth who were not accepted into the program were nonetheless referred because of being *perceived* as looking favourably upon violence.

Table 19: Attitudes towards Guns and Violence

Participants	YAP Youth						Community Comparison Youth		
	Youth Accepted			Youth Not Accepted					
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Youth	20.24	10.06	54	19.69	13.17	16	12.07*	6.73	94
PMK	15.42	5.99	57	14.77	5.42	13	3.63	1.69	8

The *Normative Beliefs about Aggression* scale measures the youth's beliefs about aggression where a higher score indicates more positive attitudes towards aggression with a minimum score of 1 and a maximum score of 4. Youth who were accepted into the program have more positive attitudes to aggression ($M=2.06$, $SD=0.69$) than youth who are not accepted into the program ($M=1.34$, $SD=0.43$); this difference is significant ($t(46.196)=-5.245$, $p=0.000$), with a medium effect size (28%, $r^2=0.28$). The difference between YAP youth and the community comparison youth was also significant ($t(116.065)=3.848$, $p=0.000$), with a small effect size (8%, $r^2=0.08$). YAP youth (both accepted and not) reported a less positive attitude towards aggression than their PMKs believe they hold. The community youth, in comparison, had a more positive attitude towards aggression than their PMKs believed.

Table 20: Normative Beliefs about Aggression

Participants	YAP Youth						Community Comparison Youth		
	Youth Accepted			Youth Not Accepted					
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Youth	2.06	0.69	56	1.34*	0.43	18	1.52*	0.45	98
PMK	2.23	0.82	55	1.86	0.84	16	1.13	0.23	8

The *Attitude toward Gangs* measures the youth's attitude towards gangs where a higher score indicates a more positive attitude with a minimum score of 0 and a maximum score of 9. Since the purpose of the YAP is to identify youth who are already in, or are at risk of being involved with, gangs, it is not surprising that youth accepted into the program score higher on this scale than those who are not accepted. The difference between the YAP youth and community

comparison youth is significant ($t(90.900)=3.668, p=0.000$), but with a small effect size (8%, $n^2=0.08$). PMKs consistently report that the youth hold more positive attitudes towards gangs than the youth themselves, both for youth who are accepted into the program and those that are not with the exception of the community group whose PMKs report a lower mean than the youth.

Table 21: Attitude towards Gangs

Participants	YAP Youth						Community Comparison Youth		
	Youth Accepted			Youth Not Accepted			Mean	SD	n
	Mean	SD	n	Mean	SD	n			
Youth	2.64	2.18	45	1.93	1.59	14	1.36*	1.37	92
PMK	3.84	2.39	44	2.56	2.13	9	0.88	1.25	8

The *Impulsivity* sub-scale of the *Teen Conflict Survey* assesses youth's impulsivity. Higher scores indicate higher impulsivity levels with a minimum score of 4 and a maximum score of 20. Essentially, there is no difference in impulsivity between accepted and non-accepted youth but the community group shows a smaller rate of impulsivity. The difference between the YAP and community youth is also statistically significant ($t(159.268)=4.755, p=0.000$), with a small effect size (12%, $n^2=0.12$). PMKs rate accepted and non-accepted youth as being more impulsive than the youth themselves report.

Table 22: Impulsivity - Teen Conflict Survey

Participants	YAP Youth						Community Comparison Youth		
	Youth Accepted			Youth Not Accepted			Mean	SD	n
	Mean	SD	n	Mean	SD	n			
Youth	12.38	3.95	56	12.22	2.67	18	9.60*	3.78	95
PMK	14.39	3.66	57	13.06	3.91	16	9.63	4.37	8

Impulsivity is also measured on a second sub-scale taken from the *OJJDP Student Survey*. Here, higher scores indicate higher impulsivity with a minimum score of 8 and a maximum score of 32. Differences between the groups of youth can more clearly be seen on this measure of impulsivity, with accepted youth scoring an average of 18.41 (SD=5.31), youth who are not accepted scoring 12.13 (SD=4.29), and youth from the community scoring a mean of 12.99 (SD=4.62). The difference between the youth accepted to the program compared to those who were not was significant ($t(68)= -4.323, p=0.000$), with a medium effect size (22%, $n^2=0.22$). The difference between the two groups of youth is also statistically significant ($t(129.353)=4.784, p=0.000$), with a small effect size (2%, $n^2=0.02$). As with the previous measure, PMKs consistently over-report youths' impulsivity except among the community group.

Table 23: Impulsivity - OJJDP Student Survey

Participants	YAP Youth						Community Comparison Youth		
	Youth Accepted			Youth Not Accepted			Mean	SD	n
	Mean	SD	n	Mean	SD	n			
Youth	18.41	5.31	54	12.13*	4.29	16	12.99*	4.62	95
PMK	21.16	5.45	51	14.46	5.78	13	11.13	3.68	8

Summary: In general, youth who are accepted into the Youth Advocate Program have significantly decreased abilities to form age-appropriate relationships with peers, are more likely to manifest anger and impulsiveness through problematic conduct, engage in significantly higher levels of delinquent behaviour and substance use and have significantly more normative attitudes towards displays of aggression and the existence of gangs than youth who are not accepted into the program and youth from the community. Youth accepted into the program also show lower levels of resilience and self-esteem than other youth.

Noteworthy are the discrepancies between caregiver responses and responses from youth, including those who are accepted into the program, those who are not and the community group. The discrepancies in scoring between PMKs and youth may simply be attributable to natural variation, or may reflect the closeness of the relationship between caregiver and youth and how much information is shared between the two on a daily basis.

6.2 Process Related Findings

- **Are the target youth being referred to the program?**
- **How many youth are being referred to the program?**

Since the program's inception, 73 youth have been referred to the program and have completed the YAPST. A total of 57 youth have been accepted into the program over its duration; 27 of these youth are currently active within the program and 15 have graduated. The remaining 15 youth did not complete the program for the following reasons: one youth went to jail, six withdrew from the program due to a lack of interest, five youth moved out of area, and three youth were transferred into DCS custody. The remaining 16 youth who were assessed were not accepted because seven were deemed not a good fit for the program, seven were listed as not accepted, and two case files were closed.

Table 24: Number of youth referrals to YAP

Area	STATUS				
	REFERRALS	RE-REFERRED	ASSESSED	ACCEPTED	CURRENT
DARTMOUTH NORTH	18	2	13	11	5
EAST DARTMOUTH	19	1	10	9	4
GASTON RD/WOODSIDE	26	3	13	10	5
BAYERS-WESTWOOD/FAIRVIEW	30	1	15	8	4
SPRYFIELD	12	1	6	6	4
UNIACKE SQUARE	30	0	16	13	5
OTHER AREAS	6	0	0	0	0
TOTALS	141	8	73	57	27

Of all the youth who were referred to the program, only those youth between the ages of 9-14 living in the six pilot communities were contacted for assessment. Sixty-eight youth were referred to the program but did not have YAPST assessments completed for the following reasons:

- Two youth became involved with DCS
- Five were too old
- One was too young
- One was a new referral and not followed through yet
- One referral source withdrew
- Two had no parental consent
- Six were outside the targeted pilot areas
- Twenty-three were closed or deemed inactive and not assessed
- Twenty-seven youth and/or parents lacked an interest in the program

Onsite observations show that where referrals do not meet the criteria of the program, the YAP Assistant contacts the referral source to inform the individual that the youth does not meet the criteria of the YAP and why. Referral forms for ineligible youth are filed for record keeping purposes. On site observations also show that youth not accepted into the program are often referred to other services by the YAP that can better serve them.

Table 25: Age and gender of youth referred to YAP*

Area	AGES - ALL REFERRALS (CURRENTLY IN PROGRAM)								GENDER - ALL (CURRENT)	
	9	10	11	12	13	14	14+	Not Known	Male	Female
DARTMOUTH NORTH	0 (0)	4 (2)	0 (0)	4 (0)	4 (2)	3 (0)	2 (1)	1 (0)	14 (4)	4 (1)
EAST DARTMOUTH	4 (1)	4 (1)	1 (0)	2 (0)	3 (1)	4 (1)	1 (0)	0 (0)	18 (4)	1 (0)
GASTON RD/ WOODSIDE	2 (0)	4 (0)	1 (0)	5 (2)	11 (3)	2 (0)	1 (0)	0 (0)	22 (5)	4 (0)
BAYERS-WESTWOOD/ FAIRVIEW	4 (1)	1 (0)	6 (1)	9 (0)	4 (2)	4 (0)	1 (0)	1 (0)	26 (3)	4 (1)
SPRYFIELD	1 (0)	2 (1)	2 (0)	2 (1)	1 (1)	2 (1)	2 (0)	0 (0)	9 (3)	3 (1)
UNIACKE SQUARE	7 (2)	3 (0)	4 (1)	4 (1)	6 (1)	5 (0)	0 (0)	0 (0)	26 (4)	4 (1)
OUT OF AREA	0 (0)	1 (0)	1 (0)	3 (0)	0 (0)	1 (0)	0 (0)	0 (0)	5 (0)	1 (0)
TOTALS	18 (4)	19 (4)	15 (2)	29 (4)	29 (10)	21 (2)	7 (1)	2 (0)	120 (26)	21 (4)

*Numbers in brackets indicate number of youth accepted into the program

Of the files that were reviewed for the purposes of this evaluation, most youth were referred to YAP by their schools, Halifax Regional Police, parents or relatives, local community centres, the Youth Advocate Workers themselves, and other organizations in the community. File reviews also show that referral organizations identify at least three risk factors associated with gang membership, adhering to the minimum requirements for a referral to the YAP. Examples include drug trafficking, frequent involvement with police and high involvement in criminal activity, high commitment to delinquent peers, conflict between home and school cultures, cultural norms supporting gang behaviour, and presence of gangs in the neighbourhood. The file reviews also revealed the following risky behaviours by the youth, which support the referrals. These included but are not limited to: has held a loaded gun, has used marijuana, valium, alcohol, smokes cigarettes, has smashed windows, has done graffiti, has had oral and unprotected sex, has stolen cars, a stranger tried to kidnap them, has been shot at with a BB gun, routinely carries weapons such as pipes, clubs or knives.

Table 26: Referral sources of youth referred to YAP*

Area	Dartmouth North	East Dartmouth	Gaston Rd / Woodside	Bayers Westwood / Fairview	Spryfield	Uniacke Square	Out of Area
POLICE	5 (4)	0 (0)	3 (0)	7 (4)	1 (0)	2 (0)	4
HRM- RECREATION	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	4 (0)	0
HRSB	10 (5)	11 (5)	18 (8)	17 (4)	2 (1)	19 (8)	1
DCS	1 (1)	1 (1)	1 (1)	1 (0)	0 (0)	0 (0)	0
IWK	2 (1)	0 (0)	1 (1)	0 (0)	1 (1)	3 (2)	0
PROBATION	0 (0)	1 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0
COMMUNITY JUSTICE	0 (0)	0 (0)	0 (0)	3 (0)	0 (0)	1 (1)	0
LIBRARY	0 (0)	0 (0)	0 (0)	0 (0)	3 (2)	0 (0)	0
PARENT/ RELATIVE	0 (0)	3 (0)	1 (0)	1 (0)	2 (1)	0 (0)	1
FRIEND	0 (0)	0 (0)	0 (0)	0 (0)	1 (1)	0 (0)	0
YAP STAFF	0 (0)	2 (2)	1 (0)	0 (0)	0 (0)	0 (0)	0
YMCA	0 (0)	1 (1)	0 (0)	0 (0)	0 (0)	0 (0)	0
FAMILY RESOURCE CENTRE	0 (0)	0 (0)	1 (1)	1 (0)	0 (0)	0 (0)	0
OTHER	0 (0)	0 (0)	0 (0)	0 (0)	2 (0)	1 (1)	0
TOTALS:	18 (11)	19 (9)	26 (11)	30 (8)	12 (6)	30 (12)	6

*Numbers in brackets indicate number of youth accepted into the program

Finding: *Since the program's inception 73 youth have been referred to the program and completed the YAPST, of these 57 were accepted into the program. File reviews and analysis of the YAPST data indicate that the target youth are being referred to the program.*

- **How is the YAP deciding which youth to accept into the program?**

The YAP staff base their decisions on accepting youth into the program by considering a combination of sources. These sources primarily include reasons for the referral, the risky behaviours described by the youth themselves, and the YAPST and YAPST-PMK assessments. Onsite observation shows that in addition to these sources listed, YAWs also consider information about the youth and family by contacting other sources approved by caregivers (such as school staff, family support workers, Halifax Regional Police, Probation officers, therapists and so forth) to assess the youth. Decisions concerning acceptance into the program are made collectively by all YAWs and YAP management.

File reviews show that youth files contain the relevant documentation the YAP staff has been observed using at meetings to support the acceptance or non-acceptance of youth to the program. This information is located at the beginning of the file and includes the reason and nature of the referral to YAP, youth and parent YAPST scores (see Figure 3 for a sample score sheet), correspondence between YAP staff and other sources involved with the family approved by the caregiver and the date of acceptance.

Observations also indicate the YAP team engages in discussions about youth accepted to the program by considering the program goals. For instance, a youth who had relatively low to moderate risk scores was determined to not be a fit with the program; the YAP team reviewed a profile they generated based on their intake assessment, talking to the youth's parents and other supports already in place. The youth's profile involved being overweight, a computer genius, experiencing isolation, heavily involved in video games, admitted to the hospital for mental breakdown, had identified as having prior gang involvement and having a pocket knife. In considering the youth's profile, the YAP team engaged in a dialogue asking and answering questions about the program goals, these included: Is this youth in a gang? Is he involved in criminal activity? Does he carry a weapon? Is he fighting? While the YAP team recognized the youth identified as having prior gang involvement and carrying a pocket knife, the other factors made them believe the youth was attempting to impress the person doing the intake assessment, that he had isolated himself in his room for roughly three years indicating possible mental health issues, and that the youth's mom informed staff she keeps pocket knives in the house that he can access. Given all this, the YAP team decided a referral to mental health services would be more beneficial for this youth.

Noteworthy is that observations taken from a meeting where a youth had been re-referred and re-assessed indicated that the YAP team carefully considers the youth's success in completing interventions for re-admittance to the program. In addition to reviewing the young person's scores, which showed he engaged in moderate and some high risk behaviours, the YAP team identified a huge challenge in accepting this youth because he had moved away as he began making progress in his prior interventions. The YAP team discussed the youth and family's transient lifestyle and decided they would only accept the youth based on the condition that the parents committed to the program. This indicates that the YAP team considers the likely success of each youth and their potential progress given their scores, pre-history and background information.

Figure 3: Sample YAP Assessment Score Sheet

Youth Advocate Program - Results Assessment				Initial Assessment				6- month		1 Year	
File Number:	Not Accepted - not a fit for the program -Sept 7/10			Date: August 31, 2010	August 31, 2010						
Section	Range of Scores			Y Score	Y Risk	PMK Score	PMK Risk	Y Score	Y Risk	Y Score	Y Risk
Resiliency & Coping:	High Score = Low Risk										
The Child & Youth Resilience Measure (CYRM) (an individuals capacity, relationships, connection to culture and resources)	28 to 145 (m=86.5)			123.00	low	74.00	Mod				
SDQ Pro Social Behaviour (youth engagement in pro-social behaviour)	0-4 abnormal non-pro-social behaviour 5 borderline levels of behaviour 6-10 normal pro-social behaviour			5.00	mod	4.00	high				
Self-Esteem (youth's self worth)	1-2 high; 2.1 - 2.9 mod; 3-4 low			3.33	low	2.11	mod				
Family Relationships Characteristics Cohesion Sub Scale	1-2 high; 2.1 - 2.9 mod; 3-4 low			3.67	low	2.08	high				
Attachment to School	1-2.24 high; 2.5 - 3.5 mod; 3.6 - 5 low			3.89	low	2.86	mod				
Attachment to Teacher	1-2 high; 2.1 - 2.9 mod; 3-4 low			2.40	mod	2.25	mod				
Attachment to Community	YAPST Version B only 3-8.9 high; 9-14.9 mod; 15-20 low YAPST-PMK 1-5.5 high; 5.6-9.9 mod; 10-14 low			10.00	low	4.00	high				
Risk Level	High Score = High Risk										
CES-D-12-NLSCY - (YAPST Version B only)	0-11 minimal risk of depression 12-20 elevated risk of depression 21-36 very elevated risk of depression			3.00	low	5.00	low				
SDQ Peer Problems Sub-scale (Peer Relationships) (risks related to problems with peers)	0-3 normal risk 4-5 borderline risk 6-10 abnormal risk			3.00	low	4.00	mod				
SDQ Conduct Problems Sub-scale (Involvement in Problematic Conduct)	0-3 normal risk 4-5 borderline risk 6-10 abnormal risk			6.00	high	5.00	mod				
4HSQ Delinquency (engagement in delinquent behaviour)	Version A 0 to 20 (m=10)	Version B 0 to 28 (m= 14)	PMK 0 to 28 (m= 14)	6.00	low	3.00	low				
4HSQ Risk (delinquent behaviour & substance use)	0 to 21 (m=10.5)			0.00	low	0.00	low				
Victimization	1 to 5 -where 1 means no victimization (m=3)			1.00	low	1.11	low				
Attitude towards Guns and Violence	0-15.59 Low ; 15.6-31.9 mod; 32-46 high			15.00	low	14.00	low				
Normative Beliefs about Aggression	1-2 low; 2.1 - 2.9 mod; 3-4 high			1.85	low	2.38	mod				
Attitude Towards Gangs	0-3.0 low; 4-5 mod; 5.1 - 9 high			0.00	low	2.00	low				
Impulsivity -Teen Conflict Survey (acting on impulse rather than thought)	4 - 9.9 low; 10 - 14 mod; 14.1 - 20 high			10.00	mod	18.00	high				
Impulsivity -OJJDP Student Survey (acts on impulse)	8 -16.9 low; 17 - 23 mod; 23.1 - 32 high			13.00	low	10.00	low				

Commitment on the part of the youth and their family is an important factor when admitting a youth to the program.

Finding: *The YAP is deciding which youth are accepted to the program by considering as much existing information as they are able to collect about the youth, their family and wider service needs. The degree of commitment on the part of both the youth and their family is considered when making a decision to admit a youth to the program.*

- **Is the program reaching its target population?**
- **Are there members of the target population who are not being reached?**

While many of the survey measures for youth who are accepted into the program and those who are not accepted do not show significant differences, scores with strong indications of risk for involvement in gang related activities do differ. These differences demonstrate appropriateness of youth selection for the YAP, as scores for youth who are accepted into the program suggest a greater likelihood of these youth engaging in such activities. For instance, youth who are accepted into the program have far more normative beliefs about aggression than youth who are not accepted. They also have more positive attitudes towards gangs and more involvement in delinquent behaviour, at both younger and older ages. In comparison to the community group sample, measures on attitudes toward gangs and delinquency for younger youth are nearly comparable to the youth who are accepted into the program and are higher compared to youth not accepted to the YAP. In addition, three youth from the community group admitted to gang involvement. *This indicates that the program is reaching the target population but also indicates there are youth in the communities who are not being reached.*

Table 27: Target youth acceptances and non-acceptances to the YAP

Scales	YAP Youth						Community Comparison Youth		
	Youth Accepted			Youth Not Accepted			Youth		
	Mean	SD	n	Mean	SD	n	Mean	SD	n
Normative Beliefs re: Aggression	2.06	0.69	56	1.34	0.43	18	1.52	0.45	98
Attitudes towards Gangs	2.64	2.18	45	1.93	1.59	14	1.36	1.37	92
Delinquency scale - younger	7.57	4.94	21	2.90	2.47	10	6.20	4.82	34
Delinquency scale - older	13.03	6.70	35	5.83	6.01	6	2.79	3.60	63

It should be noted that scores on measures such as 'Attitudes Towards Gangs' are not necessarily predictive of future behaviour, but instead only suggest the possibility that such behaviours, if manifested, could lead to gang affiliation. All youth surveyed show more negative attitudes towards gangs than positive. However, 13 of the 57 youth who were assessed as part of the YAP admitted to gang membership; all 13 of those youth were subsequently accepted into the program.

The mean scores of the YAP youth were also compared to a service using comparison group using one-sample t-tests. This second comparison group consists of multiple service-using youth from the Halifax area, aged 13 to 15. The YAP youth who were accepted into the program scored, on average, lower on the SDQ Pro-social behaviour sub-scale (M=7.63, SD=1.63) than the comparison group (M=7.93, SD= 1.56). They also scored themselves higher on the SDQ Conduct Problems Sub-scale (M=5.28, SD=1.89 compared to M=4.96, SD=2.26). Of particular interest is the difference in delinquency scores between the two groups of youth. The average delinquency score for youth accepted into the program (M=15.73, SD= 6.70) was higher than the service-using comparison group (M=10.65, SD=6.83), suggesting that the program is reaching its target population.

File reviews show that the youth accepted into the program come from families exhibiting many risk factors associated with the intended target group. Family profiles of the YAP youth include but are not limited to: siblings heavily involved in court and/or the justice system, conflict between siblings, large number of siblings, an absent parent, caregiver is unemployed, lack of caregiver supervision, prior or recent involvement with Department of Community Services, parents experiencing substance abuse, transient living, and lack of family cohesion.

Youth being accepted into the program fit the profile of the target population, but there are many more youth who could benefit from the YAP.

The youth being accepted into the program fit the profile of the target population, but there are many more youth who could benefit from the YAP. Interviews with the community committees indicated that reaching more of the target population would require more than one YAW in each community:

“I don’t know if they necessarily would choose to be involved, but if their family was supportive of it, too, there are a lot who could use it, so... I definitely think there are a lot more who could benefit from this type of program, but there needs to be more than just one person. Like there needs to be more than just one in the whole community, cause there’s a whole community that could use that support, so.” (Community committee member)

At the same time, the community committee also believed programming is simply not appealing for some youth:

“It might be because they don’t want to be reached, as well, I mean- I think that needs to be said. We may think they need to be reached, but if they’re not willing to cooperate, I can’t drag them, so sometimes we just need to...” (Community committee member)

Finding: *The youth being accepted into the program fit the profile of the target population and have far more normative beliefs about aggression than youth who are not accepted, in addition to more positive attitudes towards gangs and more involvement in delinquent behaviour. All youth who admitted to gang membership were admitted into the program. However, the community sample indicates some youth at risk of gang involvement are not being reached. From interviews it has been suggested reaching more of the target population may require more staff resources.*

- **How is the youth’s assessment material used to develop action plans?**
- **What activities are included in the action plan?**

Although a number of meetings with youth, parents and YAP workers have been observed, the evaluation team has not witnessed the initial development of an action plan first-hand. Observations do, however, show that YAWs hold consistent meetings with youth and their families to review the action plan, and when relevant, use this time to compare the youth’s progress in attaining the action plan goals with the YAPST assessment scores. File reviews also indicate that action plans correspond to the youth’s initial assessment where risk factors become ‘Areas of Focus’. Action plans are not set in stone; instead, the YAWs adapt them throughout the youth’s participation in the program to address any changes in risk.

In addition to the YAPST assessment scores, observations indicate that the YAWs also engage in a dialogue with youth and their families to discuss their needs, and set goals that are reflected in the action plan. For instance, in observing a YAWs check-in meeting with a youth, the youth had not been attending school because bus fare was an issue. In response, the YAW ensured the youth received bus tickets. Correspondingly, interviews with parents indicated that this kind of “needs dialogue” assisted them in managing basic needs. One parent, in particular, discussed her son’s need for eye wear that affected his ability to do well in school: *“They’ve been there, they’ve helped me out. Even for an example, two weeks ago- I’m not on [income] assistance- I just work, I’m only a cleaner to be honest with you, I make minimum wage- but [my younger son in YAP] broke his glasses...And it’s like 80 some dollars for a new pair of frames. And like, [Participant’s younger son in YAP] can’t see without his glasses, you know...I’m just like flipping out and [the YAW] calls me back, she’s like ‘[Participant/Youth’s mother], don’t even worry about it, we got it covered’. She went and picked these glasses out”.*

File reviews revealed that the action plans that were found had similar structure and format. The action plans contained areas of focus, the actions to address the areas of focus, who will be involved, what resources are needed, when the action will happen, and what success looks like. There is no determinate number of activities that the action plan will address; instead it varies based on the youth’s needs. For example, in one action plan, areas of focus included; drug use, anger, fun and skills, literacy skills, peer group, getting to school on time and prepared, language, smoking and attitude when waking up. The people involved in these action plans were the youth, the Youth Advocate Workers, parents/guardians, the IWK Children’s Health Centre, the school, Schools Plus Program, and grandparents.

Some of the youth’s files, however, did not contain clear action plans for a variety of reasons. File reviews show that a few youth accepted to the program prior to the summer months went on vacation delaying the development of an action plan. After each youth is accepted into the program there is a process of rapport building that takes different amounts of time. Furthermore, not all actions plans were documented in the file notes.

Figure 4: Contact and Incident Report Notes

Date:	Contact with who: What is their affiliation	Value in kind: Place and duration of meeting		Kind of Contact	Notes: Answer one or more of the following questions: What was discussed? What decisions were made? Reasons for this contact or activity? How does it connect to the action plan?
December 17/09	Youth	My office and gym & school	2.5 hours	IP (in-person with youth)	<p>The youth was dropped off by his mother. We discussed what happened in school yesterday. He said the boy was saying bad things about his mother as well as calling him fat. I explained that they are only words and that he has to do better to controlling his anger and emotions as they are only getting him into trouble. (AP-making poor choices/decisions leading to negative consequences)</p> <p>I mentioned that I think it might be a good idea to get him involved in an anger management program. He did not disagree. (AP-making good choices/decisions leading to positive personal development)</p> <p>We went down to the gym to play basketball for a while. (AP-increase in physical fitness)</p>

In files that had a clear action plan, the action plan goals were documented in notes about the daily correspondence with the youth and family. Figure 4 shows an example of how action plans are integrated into the daily contact with youth. In that table, clear notes are provided as to what aspect of the action plan goals are being met or not met during daily youth-YAW contact.

Finding: *Most of the files indicated some sort of action plan that related to the youth's assessment scores but the methods of recording them were inconsistent making it difficult to clearly identify goals or assess progress. Those files that did show consistency were well developed, clear and were linked to daily interactions as well as formal interventions and referrals.*

- **How are the youth's family and key stakeholders included in the development of the youth's action plan?**
- **How are the youth's family and other key stakeholders engaged in carrying out the goals and activities of the youth's action plan?**

The action plan is created by the youth themselves in collaboration with their Youth Support Team (YST). For the youth included in the file reviews where they had a clear action plan, these teams consisted of their mother, their father, their grandmother, friends, uncles or aunts, their YAW, the local children's hospital, the school, Schools Plus Program, probation officer and a police officer. Through a succession of meetings, these individuals were able to draw up an action plan and identify goals for the youth to work on, as well as discuss the youth's progress at regular intervals throughout the duration of their involvement with the YAP.

From the figure below (an excerpt taken from a sample action plan, with identifying information removed to protect confidentiality), it can be seen that members of the Youth Support Team each take responsibility for carrying out particular activities and helping the youth accomplish various goals.

Figure 5: Sample Action Plan

Area of Focus	Action	Who will be involved & make decisions?	What resources are needed and where will they come from?	When will this happen?	What does success look like?
Criminal activity	-youth not participating in any illegal activity -staying away from any possible negative situations/individuals	Parent, YAW, Probation Officer	-open and honest communication with family, youth and YAP -Monitoring of PO conditions by family and YAW	Ongoing	-no new criminal charges -following probation order conditions
School Attendance	-staying in class (not roaming halls) -not using cell phone during class -improving academic ability -respect for teachers and fellow students -create a school support team	School, Parent, YAW,	-open communication between youth/family, school and YAW -daily updates from school on youth's progress to YAW and youth's mom -frequent updates to PO -allowing youth to contact her YAW as well as allowing the youth to leave school and visit YAW when available	Immediately	-no suspensions -academic improvement -improved relations between staff and youth -youth allowed to participate in school activities -youth becoming more empowered -youth more confident entering high school -youth abiding by conditions of PO

There is evidence that key stakeholders and community supports are part of the youth's action plan but meetings and encounters are often happening separate from the YST meeting held with the youth and their families. Instead file reviews and observations indicate that these supports are connected to the youth and their action plans by the YAWs acting as liaison between the youth and the supports. Rather than a single meeting with everyone present, contact tends to occur sequentially. For instance, in one file the YST involved the youth, the caregiver, probation officer, principal and the YAW, but they did not meet together often. From the YST meeting minutes and file notes, the YAW engaged in phone conversations, emails and meetings with all the supports separately, then brought together everyone's input in a meeting attended by only the youth and family. File reviews also show many requests by YAWs in the form of letters, emails and documented phone conversations inviting stakeholders to be part of a YST.

Interviews with the community committees underscore the continuous efforts YAWs made to connect with stakeholders such as schools:

"[YAW] was really helpful about communicating with students and the families...If a parent didn't have a successful experience at school or if the student hasn't been successful up to this point, [YAW] would almost be like the school's advocate. He would tell them listen, 'There's a new person at [Junior High] and they are there to help you' and 'You don't have to worry about coming in' and 'You don't have to worry about call' or, you know, doing whatever, 'They're here to work for you.'" (Community committee member)

"[The YAW] would help schedule meetings with the students, with their teachers, with school administration, with their parents, he'd make sure that students were on time for the meetings, he'd advocate what supports he can offer, that he can arrange, what supports are available in the school, what supports in the community and make that really easy and plain language to understand, you know if I'm talking academic speak about [tutoring program], [the YAW] can translate that, 'That's kids that go to Dal who come to the school and help you out'...That's important sometimes, we as teachers at meetings get carried away with lingo and technology. So like a big part of being a bridge between the school and community." (Community committee member)

The YAWs themselves spoke about how they like to engage other service providers in the youth's action plans and the struggles around bringing service providers to the table. Among the most common barriers to participation is the initially negative perception stakeholders have about the youth whom they are being asked to help:

"Until they've (youth) met us they haven't met somebody who's stuck by, stuck with them. They've always had the experience of people just not following through. So their judgments are still up there. One of the families I work with, a lot of the service providers and the police end up saying 'I thought we knew everything, I thought we knew it all, but coming to this meeting we got to really see a different side'. So again, the judgments can still be there based on what they see on the surface. So like the police officer said, we go to a call, you know, and we're dealing with the crisis and what not, we don't, sit and have the conversation and get into depth and what not. So for them, you know, that was very beneficial -- just to sort or have a, better idea. I mean, after that meeting, people were more apt to sort of do stuff as opposed to, we need this to happen for this family. Umm whereas once they sort of heard everyone around the table and got to hear a family friend of the mom and, some history or what not, then it was like, flip, oh okay." (YAW)

“The blanks are being filled in. So those blanks that we know the context is there because we are so involved, because they trust us as much as they trust us and tell us what they do, we have all of those filled in. So we’re frustrated because people aren’t responding. Yet all these other folks are just getting the blanks filled in when we sit down and have these case conference meetings and then it’s like the light bulb moment: ‘Oh okay!’ And then like [other YAW] says they start to buy-in, they want to help, they want to do different. But it takes... So I think one of our roles is not only navigation and connection and relationship-building, and collaborative efforts and case management, but we do a lot of mediation.” (YAW)

The YAWs indicate that meetings are happening with service providers and community supports for the benefit of the youth, however, getting to the point of meeting is the challenge given many negative prior assumptions.

Finding: *Much effort goes into developing a Youth Support Team that helps implement the youth’s action plan. When a YST is achieved and involves stakeholders such as schools, the results are beneficial for all parties. However, the greatest challenge for YAWs is getting stakeholders on board and breaking through negative assumptions.*

- **How does the program engage youth and their families?**

The Youth Advocate Program aims to engage youth and their families by advocating for programs and services that may be needed, but cannot be obtained without assistance. This may be as simple as providing some degree of funding for the youth and their family to participate in activities. For example, a letter to Department of Community Services was written by a YAW to help the youth and family obtain transportation funding. Alternatively, advocating may necessitate a series of meetings with a number of outside agencies. Examples of people or organizations that may be involved in such meetings are police, teachers, social workers, child welfare agencies, mental health and other health professionals, Kaplan/SpellRead, probation officers and community recreation providers. In one observed case, school staff, including the principal, guidance counsellor and resource teacher, met with a YAW to discuss a plan to reintegrate a youth back into school. The YAW negotiated the youth’s re-entry by acting as a liaison between the school and the youth’s probation officer to move things along quickly. Observations from this meeting also indicate that the YAW was a significant resource for the school, which was evident when they asked the YAW, “So, you will be our go to guy in all this?” It is worth noting that some of the people and/or organizations meeting with the YAWs are not always part of the YST. Instead, they are service and support providers that YAWs negotiate with on behalf of the youth and family.

The YAP engages youth and their families by advocating on their behalf and empowering youth and their families to advocate for themselves.

Based on the file reviews that have been conducted, meetings with youth, their families and other related agencies can be anywhere from 15 minutes in length to several hours, depending on the reason for the meeting and the agencies that are present. In general, meetings that were scheduled took place as planned. Where cancellations did occur, reasons for rescheduling were often non-attendance by one or more parents or a failure on the youth’s part to arrive at the scheduled meeting place. The transitional lifestyles of many families involved with the YAP means that contact between workers and youth is often difficult to maintain; therefore in some instances, scheduling meetings takes a great deal of effort to complete.

While the YAP is largely based on the YAWs advocating for services needed through a succession of meetings, observations revealed that YAWs also engage youth and their families in ways that empower them to advocate for themselves. For example, a parent and YAW

engaged in a practice role-play to empower the parent who expressed anxiety over contacting the Department of Community Services about her son. The parent later successfully contacted DCS.

Finding: *The program engages youth and their families by advocating on their behalf and empowering youth and their families to advocate for themselves.*

- **What formal supports and informal resources are made available to the youth?**

As part of the formal support system for the youth, the Youth Support Team is set up and an action plan constructed. In addition, the Youth Advocate Worker provides a constant support to the youth, through their physical presence and by telephone when necessary. The added availability of the five other Youth Advocate Workers in the program, together with the facilities that the Bloomfield Centre can provide, make up the formal support structure for the youth.

A number of possible supports and resources exist for youth in the YAP, depending on the youth's interests and needs. For example, youth may express interest in video games, going to the library, basketball, swimming, walking and physical activities. In these instances the Youth Advocate Workers obtained a library card for the youth, gym memberships, swimming passes, art classes, and access to youth night put on by the local YMCA and churches (to name a few examples). In one case, a youth requested a tutor to help them with their math skills; this was arranged by the YAW in conjunction with the youth's school. Another youth also requested sewing and cooking classes, so the YAW worked with the school resource teacher to allow the youth to access these classrooms when they were not in use. Further supports include recreational activities which involve the youth, the YAP Worker and perhaps other youth from the program; these activities may take the form of bowling, movie nights or sporting activities such as basketball. More formal supports may comprise a reward system set up with the help of the youth's school to reward the youth for good attendance and an entrance into SpellRead, designed to help the youth with language skills, reading and comprehension.

When interviewed, all of the youth indicated that they would go to their YAWs if they needed someone to talk to or someone to help with a problem. Many of the youth felt that the most beneficial part of the YAP was the time they got to spend with their YAWs.

Additionally, youth spoke about the supports that their YAWs set up for them such as anger management, cadets, a resource teacher at school, tutors, the SpellRead program or guidance counsellor.

Interviews with youth indicate that the YAWs themselves are an important source of support. In particular, youth felt that it was helpful to have a person other than family members to talk to about things that they might not necessarily want to discuss with a parent or relative. All of the youth who were interviewed said that they would call or meet with their YAW if they needed someone to talk to or someone to help them with a problem they might be having. Some youth also spoke about other supports that had been set up by their YAW. Examples of these supports include an anger management program, therapists, recreational activities, gym memberships, YMCA memberships, cadets, a resource teacher at school, and appointments with the guidance counsellor, tutors and the SpellRead program. Many youth also commented that the most beneficial part of the program is the time that they get to spend with their YAWs.

Interviews with parents elicit a similar response regarding the YAWs. Parents' views mirror those of the youth. They reported that YAWs were one of the most important resources the program has provided them with. Parents felt that it is important for the youth to have someone else to talk to besides their parents/guardians, as well as an additional source of support. It is

also beneficial for youth to know that they have people who will advocate on their behalf without judging them. Participants who were single parents often viewed the YAWs as a pseudo-partner; someone to back them up in their decisions and provide an additional source of support for the youth. During a meeting between a school principal and a YAW, the YAW explained that the youth's father was absent and the school suggested the YAWs role was to act as a "surrogate". Parents also believed that the youth were more willing to listen to the YAWs than themselves.

Parents also spoke about other formal supports and informal resources that the YAWs helped to put in place. Many of the parents spoke about SpellRead and anger management programs. All the parents mentioned the parenting program and most agreed it was a support for them as it included other parents of children in the YAP. It is noteworthy that toward the end of the evaluation, observations showed that a new parent-to-parent mentor resource was being attempted by some YAWs to bring together parents who had been in the program for some time and those new to the program. Some other examples of supports and resources mentioned were counselling, recreational activities, gym memberships, bus passes, and general activities or outings to occupy the youth's time. Most of the parents also mentioned that it was helpful to get the support and resources for themselves and the youth without having to worry about how they were going to have to pay for them. Parents also commented:

"[My youth advocate worker] has been there with me through the courts with the boys, within school things. [My youth advocate worker] helped [my youth] in getting into a Spell Read program, which is great. [YAW] has gotten [my youth] into some kind of sports and stuff like that. Like try to keep [my youth] off the streets and set [my youth] in the right track" (Parent)

"Oh yes, it was really helpful [parenting program] we got to share thoughts and talked about our children. It was really scary at first but meeting other parents and we are both sharing the same scary stuff you know for our children, it was really worthwhile for me." (Parent)

Finding: *Parents and youth alike feel that their YAW is one of the most important supports and resources that the YAP provides them.*

- **With what frequency and intensity are youth and their parent/guardian using available services provided through the YAP? How often and for how long?**

Because the youth involved with YAP are so different in terms of the types of services they require, it is hard to put a figure on the number of services being used or how frequently services are accessed. Table 28 highlights the number of services accessed by youth and their families over the duration of the pilot period but cannot speak to an average per family nor per child. However, the file reviews did indicate that nearly all youth participated in recreation and/or leisure camps over the course of the summer months. Some youth were registered for 3 and 4, one-to-two-week camps.

While Table 28 provides an indication of the activities and services accessed by youth and their families, it does not account for the activities youth and YAWs engaged in that involved informal "teachable moments". The YAP originally intended to deliver life skill modules to youth and their families; however, there is less evidence in the literature concerning the effectiveness of these kinds of activities. As a result, recommendations from the evaluation team encouraged the YAP staff to de-emphasize the life skills modules component of the original YAP design. Instead, the YAWs used their time with youth to informally teach them life skills. For example, on site observations of a YST meeting with a youth and parent demonstrated how the YAW used the

opportunity to openly discuss safe sex. The YAW and youth discussed a safe sex session the youth attended and the YAW asked the youth what he had learned. The youth replied, “wrap up safe,” and in the event the youth has sex, “ask mom for condoms”.

Table 28: Activities and services accessed by youth and their families

Activity/Service	# of participants since project inception (total for the activity)
Mentoring	61
Life Skills training	60
Counselling (for participants)	29
Parenting skills training	37
Family support and counselling (for families and participants)	28
Education, activities (e.g. credit recover, tutoring, homework clubs, alternative school classes)	48
Social and communication skills training	55
Substance abuse treatment	4
Sports activities	37
Arts activities	14
Other recreational activities	40
Community service or volunteer work	14
Cultural activities/traditional learning (e.g. storytelling, ceremonies, feasts)	11
Employment Skills training	21
Case Management	49

The interventions and activities provided by the YAWs act as the most constant and continuous service for the youth and their families. File reviews showed that YAWs provided intense and frequent contact over the course of the program with youth and families. YAWs either contacted or were in the physical presence of the youth and their families nearly every day they were available.

The YAWs are a consistent support for youth and provide intense, frequent and consistent contact and interventions.

The length of time youth and their family’s accessed services varied depending on the nature of the service. For example, workshops for parents may have only lasted a day; career counselling or resumé building may have only taken two sessions for some and five for others. Personal counselling for youth and their families may have been a few sessions or could still be going on at the time the youth exits from the program.

Finding: *Because each youth experiences different service needs at different points in time it is difficult to conclude with what frequency and intensity of services they received support from the YAP. However, the YAWs are a consistent support for youth and provide intense and frequent contact and interventions regularly.*

- **What is the optimal amount of time required for youth to successfully exit the program?**

Of the 57 primary participants who have been or are currently involved with the YAP, the average time of involvement (as of December 31st, 2010) is 14 months (SD=8.12). Table 29 shows all participants who are in the program and the length of time they have participated. It should be noted that although 14 months is the average time of involvement, there is a considerable amount of variance among these youth. While this may appear as a limitation, such variance underscores the manner in which the program is tailored to meet the needs of individual youth and their families.

Table 29: Time of involvement for all primary participants

# of months	1	2	4	5	6	7	8	9	10	11	12	13	14	15
# of youth	2	4	1	4	2	5	2	1	1	2	2	2	3	4

# of months	16	17	18	19	20	21	22	23	25	27	28	29	30
# of youth	3	1	1	1	2	3	3	1	1	3	1	1	1

Fifteen of the primary participants, however, did not complete the program. Of those 15, six ended their participation due to a lack of interest, one youth went to jail, five youth moved out of the pilot areas, and three were transferred to DCS. With respect to months spent in the YAP, the youth who went to jail and those who transferred to DCS spent two, 15, 20 and 21 months in the program respectively. Youth whose files were closed from a lack of interest spent one (accounts for two youth), eight, 15, 18, and 21 months in the program. Finally, the youth who moved spent two, six, seven, 12 and 20 months in the program. Although there is some variation among these 15 youth, their average length of time in the program is 11 months. Of the remaining 42 youth accepted into the program, 27 are currently active participants and 15 are graduates.

Of the 27 youth who are still active within the YAP, time of involvement (as of December 31st, 2010) is detailed in Table 30.

Table 30: Time of involvement for active participants (n=27)

# of months	2	4	5	6	7	8	9	10	11	13	14	15	16	19	22	27	28	29	30
# of youth	2	1	2	1	4	1	1	1	1	1	2	1	1	1	1	3	1	1	1

Currently, 14 of the youth in the YAP have under a year of involvement, while the remaining 13 youth have been in the program for 13 months or more. Six participants whose files are still active have spent the most time in the program, ranging from 27 to 30 months.

Of the 27 youth who graduated from the YAP, time of involvement (as of December 31st, 2010) is detailed in Table 31.

Table 31: Time of involvement for graduates (n=15)

# of months	5	11	12	13	14	15	16	17	21	22	23	25
# of youth	2	1	1	1	1	1	2	1	1	2	1	1

The average length of stay for graduates of the program ranged from five to 25 months, with an average of 16 (SD=6.08) months. There were two youth who graduated from the program within five months. However, they also scored relatively high on resilience scales compared to other youth who were accepted into the YAP.

All YAWs that were interviewed commented that because youth in the program have such individualized needs, it would be difficult to settle on a time frame in which all youth could successfully graduate from the program. Although youth must be at risk of gang involvement and heightened criminal activity to be accepted into the program, there is a broad spectrum of risky behaviour among those youth: some may already be in gangs whilst others are not; some may be experimenting with drugs and alcohol where others may largely be avoiding them; some youth may skip school regularly while others attend the majority of the time.

Finding: Youth who are entering the YAP and successfully graduating are in the program for an average time of sixteen months. Each youth accepted into the program experiences different risks and interventions may take longer or shorter depending on the individual needs of the youth.

- **What criteria are used to decide when a youth should exit the program?**

From file reviews, summary reports were found to be useful in capturing reasons and criteria for exiting youth. From these summary reports, we can see that youth who exited had: met most if not all their action plan goals; caregivers more commonly reported back to YAWs that attitudes and behaviours were frequently more positive; some assessment scores were improved than when the youth started the program or the most high risk behaviours were reduced; some form of correspondence received from schools, police, community members involved with the youth or the YST reported on improvements; and the YAWs asked the youth if they were ready to exit the program. Interviews with YAWs support these findings.

- **In cases where youth leave the program prematurely, what reasons do they give for their departure?**

At the present time, six youth have withdrawn from the program due to a lack of interest. The remaining nine left the program because they moved, were transferred to DCS, or went to jail. Of these cases, the evaluation team made several attempts to contact these youth via telephone and, in some cases where appropriate, through their former YAW. Despite multiple attempts, the evaluators were unable to contact the majority of these youth for interviews. However, file reviews revealed some examples of why youth left the program. For instance, a youth had moved in with their father who did not want the youth to continue his participation in the program. Another youth and parent accepted to the program had ceased contact by avoiding phone calls and any other communication.

- **How does the program report its performance back to its stakeholders?**

There was no indication in YAP administrative files and meeting minutes that the Executive Committee met in 2009. They did, however, meet in 2008 and once in 2010. The YAP held Advisory Committee meetings regularly in 2008. Minutes were only found for one meeting in 2009. These minutes from January 2009 indicate that some members of the Committee found monthly meetings to be too frequent and that they felt that unless there was new business to be attended to, Committee members recommended meetings be cancelled. In 2010 one meeting took place among Advisory Committee members.

The YAP has distributed two reports to HRM Council members, but did not distribute reports among stakeholders because they are a matter of public record following review. YAP does circulate reports by council if requested to do so and has circulated the evaluation reports to the Child and Youth Strategy, Advisory and Executive Committees.

At the level of individual communities, committees are facilitated by the YAWs in partnership with HRM community developers. Observations showed that at least two community committees exist and focus groups were conducted with both. On site observations reveal that one community committee had recently formed and the other had been active for some time. Although there was an expressed desire to facilitate community committees by the YAP staff in all six pilot communities, it has been a challenge to form and maintain these committees.

The YAP administrative files indicated that the YAP has participated in a number of news-media interactions, presentations and public forums that reach public interest groups. In 2010 the YAP was written about in three news articles, they engaged in rounds of CBC radio interviews and participated in 32 presentations and public forums. In 2009, the YAP was involved in 20 presentations and public forums; and in 2008, two news articles were written and they attended 41 presentations and public forums.

From the YAP meeting minutes it is also evident that organizations and individual support persons have been invited by the YAP staff to discuss what they do at their weekly staff meetings. The intention is to build a relationship and partnership with the YAP. Meeting minutes indicate that professors, counsellors, social workers, DCS representatives, and non-profit organizations that work with youth have met with YAP staff.

Finding: *The YAP reports its performance to stakeholders by holding meetings with an advisory, executive and community committees. In addition, the YAP has had a number of media interactions.*

- **Which aspects of the intervention facilitate participation and which are barriers?**
- **What are the parent's experiences with the program?**

Interviews with youth indicated that spending time with their YAWs in a number of capacities was an important part of their participation in the program. For instance, some youth enjoyed the outings with their YAWs, such as going to the movies or bowling because, as one youth said: *"It just keeps me occupied."* Others spoke about the difference in how their community sees them because they spend time with their YAWs and participate in the program:

"Like [people in the community] used to call me and my friends trouble people. The troulbers, or something. And now they're like... you're not in trouble no more for stuff. ..they used to... whenever we used to come around, they used to say, "What'd you guys do?!" And now, they don't have to ask us, 'cause we didn't do nothing. I'm just coming home from a place [with the program]..." (Youth)

"They [community] always thought that I was bad and everything from all the fights that I have been getting into. Um, then they really noticed that I am not that bad kid that they thought I was." (Youth)

Youth felt that spending time with their YAWs encouraged them to make better choices and positively reflect on their future.

Youth also believed spending time with their YAWs encouraged them to make good choices:

"[My friend] comes with me a couple times and we just like talk about stuff and [my YAW] asks us what we did on the weekend and gives us suggestions and tells us basically that wasn't the smartest of choices maybe next time you should make this choice. It's kind of better when he talks to my friends too because when they do something I probably will be with them and if they decide not to do this thing then I might end up getting myself out of not doing it either..." (Youth)

"Cause I started to really listen to [my YAW] and then it got really good. And now, there's no problems...now like... like he was always talking to me about thinking before I do something. And now I think – is it going to get me in trouble? Charged or anything? And... I just think before I do something. And now I don't get in trouble as much..." (Youth)

"Cause, like, now that I'm not in trouble, [my mom] don't have to get on my case or nothing. So, she's not like yelling and stuff and I'm not yelling back. So, she don't yell, I don't yell back. Now like I know that I have to help her out and stuff, so I help her, so... When I help her, she's happy. When she's happy I'm happy..." (Youth)

For some of the older youth, spending time with their YAW has made them think about having a better future. For instance, one youth had this to say:

“Youth: I guess before I didn’t really care that much and now it is better. [My YAW] is really good.

Interviewer: What would you say you care more about now that you have been a part of the program?

Y: I realized that I have to make something of my life and go to school and there is no point of just not going because I am just going to have to do it over again or else I’ll be flipping burgers the rest of my life.

I: So would you say you go to school more now that you’ve been a part of the program than you did before?

I: Yeah, well not necessarily, I probably wouldn’t be going to school now if it wasn’t for it.

I: So you probably wouldn’t have gone at all?

Y: It made me think and say yeah I have to go because right now I would probably kicked out of school and not doing anything because I wasn’t on the best track. Now I am on a better one because [my YAW] talked to me...I don’t even do that many drugs anymore that much. I don’t even drink that much anymore, he just convinced me that it is not a good lifestyle...”

As for barriers to participation with the program, youth raised a few issues they confronted during their time with the YAP:

“I: Has [your YAW] helped you with anything to try...”

Y: Yeah, he got me into CHOICES [a drug and alcohol program for youth] except I thought it was stupid the first time I went and never went back. It looked too much like rehab.”

“Well he wanted to make me go to programs and stuff but I wasn’t really feeling it. I have never really been the type of person that likes going to stuff and all that. I didn’t even want to go to this social worker thing but since it’s him its good. So I ended up going, that is the only thing I do besides hanging out with my friends because I have so many I just have to chill with them all. I don’t really like doing anything I am surprised that I would even stay for this because I was planning on not going or whatever. It turns out that I ended up liking him so it made me go. I am not really a like club kind of person...” (Youth)

Parents also spoke about aspects of the program that facilitated participation as well as barriers. Parents commented on different aspects of the program that they believed were particularly useful for their individual child that facilitated positive change:

“[The YAW] helped [my youth] to be able to voice his own opinion about things.” (Parent)

Parents noted the importance of their youth’s friends being in contact with the YAW:

“And there is some programs that he is allowed to take a friend with him and they wait out in the office or whatever until he is done his program, so. But, he has to always ask permission, and usually [YAW] will allow it or whoever is doing the program will allow it. So, he doesn’t feel like he alone then, which helps him a lot.” (Parent)

“There has been other things that he has been involved in and he just would not go back because it wasn’t handled properly...he is sticking really good with this [the

YAP]...I am really surprised. [my youth] is a very difficult child to get him to trust anybody, to get him to do things...this has all been great for him. So, that is like the most important thing to me. Is he is now involved with things that he is enjoying. He is growing up, he is learning a lot. And, he is learning to trust again...He's still got a long road ahead of him I think, but it is all coming together for him and the other programs around here wasn't giving him that..." (Parent)

Aside from aspects of the program that facilitated change for their children, parents indicated that the YAWs have helped them advocate for themselves and their families:

"[The YAW] actually came with me to the meeting with the Children's Aid worker. And I'm really glad she was there because I could not get a clear answer out of this woman as to what I should do...by having [the YAW] there, I wanted, this worker to know, this is not something new, this is something I am trying to work on. I'm trying to get resources..." (Parent)

"Everything. It's helped me to do everything. It's helped me with not having to repeat myself, it's helped me with new teachers every year and with, you know. Just, the repetition in what you've got to go through, and how you've got to educate people on your children, seems like they... parents are treated by educators and people like we don't know our kids..." (Parent)

"The most important thing is having a voice besides my own. Because my own is worth nothing." (Parent)

Another important aspect of the program parents commented on was their experience with the YAWs as a surrogate partner:

"I love it. I love it. Because, it is helping my child and it helps me in the long run too. Because, I am not so impatient with him. I have somebody else, being a single mum it is hard. And, I have somebody else that I can turn to as well as [my youth]." (Parent)

"I hate the term single parent; I call myself a solo parent. I don't have family that help, I don't have a man. And it's kind of like having a partner." (Parent)

Parents also made note of some barriers to their youth participating in the YAP:

"Transportation's a huge thing. The fact that the workers aren't allowed to take the kids in their car is bizarre. Children's Aid has like casual drivers doing it all the time, and I just find it bizarre that workers are not supposed to come to your house. How can you advocate for a child, if you're not witnessing their living conditions on an impromptu, regular basis? And the transportation thing's huge. I don't understand why parents couldn't sign a waiver or something, saying I... this is cool with me, you can drop in at my house any time you want and my kids are allowed to go, and I can guarantee you if there's an accident, there will never be repercussions from me. You know? I don't understand – those things are huge roadblocks." (Parent)

Several parents discussed the difficulty of learning to trust an outsider to work with their child and family:

"Um... learning to trust people again. [My youth] has gone through some things in his life that has caused a big trust thing for me with him being around other people. So, that was an obstacle for me, learning to trust somebody to be a part of his life again that I knew

he could be safe around. So, that was a big obstacle for me. And I am still working on it and it is going to take a long time for the thing that he did go through. But, I feel safe knowing that he is with [his YAW].” (Parent)

Finding: *Spending time with YAWs facilitated youth participation in the program. For parents, youth spending time with their YAWs has facilitated visibly positive changes in their children and has helped them to advocate for themselves. For sole parents, the YAWs are perceived as a surrogate partner. Barriers for youth largely involved their YAWs setting up programs for them they do not wish to participate in. Alternatively, parents spoke about the aggravation of YAWs not being able to transport youth, learning to trust YAWs, and sometimes feeling undermined or left out of decisions.*

- **How effectively does staff maintain fidelity to the model of intervention?**

Elements of effective Wraparound include: putting people and their individual needs first; a focus on the family as a whole system; participation of people in their case planning; safety; respect for culture; continuity over time; a non-blaming approach; a single integrative plan for a community of supports and service provider; and an emphasis on doing that which is efficient and effective (VanDenBerg & VanDenBerg, 2005). These elements are similar to those of other coordinated community efforts such as what are termed Systems of Care (Farmer, 2000; Garland, Hough, Landsverk & Brown, 2001; Lourie, Stroul & Friedman, 1998) and Multisystemic Therapy (MST; Henggeler, Schoenwald, & Swenson, 2006). Like Wraparound, other intensive, family based programs emphasize easy access to services through the coordination of case planning and stakeholder participation in decision-making. However, while Systems of Care and MST tend to be more professionally based, Wraparound in Canada has involved community facilitators, supported by professionals, to facilitate change. In this sense, the hiring of Youth Advocates as facilitators for the YAP has produced a hybrid between a professionally driven psychotherapeutic intervention and a more community-based para-professional and volunteer model of support to at-risk youth and families. The expected efficacy of the YAP model could not, therefore, be known prior to piloting. However, the data show that some elements of a Wraparound model are evident in the YAP model.

Comments from the Executive Committee indicate the YAP achieved some aspects of the Wraparound model but were most effective working with youth and their families because of their already existing connection in the community:

“So what this program did if nothing else, it had somebody that the child could go to, the child built up some faith in these people. They were able to work with parents, they were able work with schools, they were able to bring in some of the different service providers and maybe start to get a bit of a wraparound approach to them.” (Executive Committee member)

“Getting the cooperation of the agencies is another issue- but if you don’t have the trust of the family and the child, that immediate community...you don’t have a client...and that’s where, street smarts and empathy and commitment and being from the community..Than it is having a graduate degree, and coming in... cold...and...maybe not having the same culture as the community and...a certain awkwardness on both parts.” (Executive Committee member)

While some challenges existed in bringing service providers together in a consistent roundtable structure to support youth and their families, the YAP managed this barrier by acting as a liaison between service providers and families. Despite this challenge, efforts to intervene with at-risk youth within their own communities have been shown to be effective when there is intensity in

the intervention, usually over a period of at least six weeks, when there is a small worker-to-client ratio, and where goals for change are clear and focused on observable behavioural adaptations in stressful environments (i.e. parents better monitor their children; youth develop resistance skills to drugs and alcohol; etc.) (Quinn, 2004). File reviews indicate that YAWs engage in frequent contact with youth and their families, YAWs have an optimal caseload of five youth, and individualized action plans are developed in conjunction with a suite of informal and formal supports. The YAP's intended focus on interventions with the youth, their families, and their schools, is consistent with high fidelity interventions that involve in-home supports or family and individual interventions, often home and school based, for youth at-risk. These programs, like Quinn's (2004) Family Solutions Program and MST, have been shown to be clinically effective in the period immediately following intervention, but have less consistent results after six months (Austin, Macgowan & Wagner, 2005; Liddell, 2005).

Practices not working for the YAP involved the life skill modules originally implemented with the intention that YAWs would deliver these skills to youth and their families. Research shows that, over time, workshops produce fewer positive outcomes unless combined with family interventions and workshops for parents/caregivers of the most troubled youth. In fact, work by the Fast Track team in the US (Nix, Pinderhughes, Bierman & Maples, 2005) suggests that workshops with more troubled youth may not be cost effective, while workshops for a school population (primary prevention) and more intensive and costly family therapy and in-home support can produce cost-effective results. Recommendations by the evaluation team to the YAP staff encouraged them to de-emphasize the life skills modules component of the original YAP design. Instead, a less formal approach was used that integrates many program elements including recreation and socialization. The YAP focused on more informal life skill development by recognizing "teachable moments." File reviews show that daily interactions documented by YAWs often include references to the youth's action plan and detail progress in their skill development.

The YAP's emphasis on community programming and advocacy is supported by research. France, Freiberg, and Homel (2010) note in their look at risk factors and the prevention paradigm that there is a tendency to develop risk reduction programs that "focus on changing the child's or parent's behaviour when, in many cases, the risks emerge or are created by the broader social structure" (p.1197). They recommend creating a mosaic of services that are consumer driven. Their Australian Pathways to Prevention model reflects this philosophy. It has been implemented in an ethnically diverse and socially disadvantaged Brisbane suburb with eight times the municipal rate of adolescent court appearances. Pathways to Prevention emphasizes comprehensive and integrated practices to help young people "transit through successive life phases" (p.1201). Like the YAP, it incorporates many types of programs including parenting courses and a range of youth supports to meet emotional, cognitive, physical and spiritual developmental needs: "Development is understood as a complex and multi-faceted process that is influenced by a range of contexts and systems (e.g., families, schools, neighbourhoods, ethnic and spiritual communities), and by the relations between them" (p.1201). Significant to the populations served by the YAP, France et al. argue that "risk is a form of inequality" that is evidence of a failure of community wide systems to support child and youth development. Therefore, programming must "first... enhance the capacity of individuals, families and communities to gain access to resources and opportunities (that is to empower and promote efficacy), and, second, to contribute to reform of wider systems and social structures that limit options for certain members of society" (p.1203). Youth actions plans reflect a similar philosophy, often directing YAWs to engage in needs assessments with youth and their families.

In summary, the YAP shows elements of an effective Wraparound in the following ways:

- Putting people and their individual needs first.

- The development of individualized action plans for the youth.
- A focus on the family as a whole system.
 - Including the family in all decisions made and always seeking their feedback.
- Participation of people in their case planning.
 - Connecting the family to resources and professionals that will help to support them.
- Safety.
 - YAP maintains regulations to ensure the safety of both the staff and families they work with.
- Respect for culture.
 - The YAWs are culturally sensitive and respectful in their interactions.
- Continuity over time.
 - The YAWs spend five hours per week advocating on the behalf of each youth and family on their caseload.
- A non-blaming approach.
 - YAP is a strengths-based approach and YAWs focus on the family and youth's strengths and accomplishments.
- A single integrative plan for a community of supports and service providers.
 - Each youth is to have an individualized action plan developed by their youth support team, which is to include stakeholders from the community, family, and friends who work together to support the youth.
- An emphasis on doing that which is efficient and effective.
 - The YAWs take a solution-oriented approach when obstacles present themselves by exploring options with the youth and their parents.

While the YAP reflects good Wraparound practice in these ways, it is also different from traditional Wraparound models in that most of the contact between families, YAWs and the community supports occurred sequentially, rather than through meetings of the entire support team at one time. The YAWs were seldom able to get all of a young person's supports together for a meeting, though case files show that they met with many supports and providers over time, coordinating their interventions with the youth and their families.

The YAP represents an innovative approach to Wraparound that is successfully coordinating services for youth.

According to a 2009 report by the National Research Council and the Institute of Medicine in the US titled

Preventing mental, emotional, and behavioral disorders among young people: Progress and possibilities, "Mental, emotional, and behavioral disorders among young people burden not only traditional mental health and substance abuse programs, but also multiple other service systems that support young people and their families—most notably the education child welfare, primary medical care, and juvenile justice systems." (p.5). It goes on to estimate that as much as one quarter of the costs of services for children with these disorders is incurred by schools and juvenile justice systems, not the mental health system. The report recommends coordination and alignment of resource and programs. It describes the principle of "braiding" (p.6) of services in ways that ensure they are culturally relevant and informed by the ethnic, linguistic and cultural environments in which they are provided. These recommendations are reflected in the design of the YAP, which has sought to provide advocacy for services to vulnerable children and families at a community level. While strictly speaking most of the issues that are addressed by the YAP are mental health concerns, it is the other service systems that bear the cost of service delivery. Best practice suggests not just direct family involvement (like MST) but also the service coordination function of Wraparound.

Finding: *The YAP is providing an innovative approach to Wraparound that is coordinating services well for youth.*

- **Who are the partners who have ultimately engaged with the program?**
- **How effectively does the program staff work with the program partners?**

A comprehensive list of partners engaged with the YAP and details about their contributions is found in Appendix D. Evident in the file reviews were examples of good practice in which community services worked in collaboration with the YAWs. Actions taken included: making referrals, sitting on committees, utilizing YAW expertise, and helping to bridge the gap between service providers and families. Service providers in partnership with the YAP have also helped to supply transportation, funded memberships to their organizations and have also provided work spaces for the YAWs.

Respondents from focus group interviews with service providers explained:

“Well, we tend to... we have a model here where we’re already... that’s how we operate. So it’s kind of an atmosphere where we work hand in hand with the police, with the Salvation Army, with recreation, with, you know, sort of all the resources that we have in the community. So [YAW] just fits in as one part of that. And she, I think, recognises the value in that as well too. So it’s kind of a natural way of operating.” (Service Provider)

“It’s just such a nice connect to have someone who’s in the school and after school and connecting with the families that’s the big piece. I mean we might see them in our youth drop in for two hours a day. And I might say to [the YAW] you know, I haven’t seen so and so lately. Or connecting with the police, who say, ‘Nope we haven’t seen them either,’ which is another bonus. So just the network of people that are supporting...these youth.” (Service Provider)

- **Were staff selection practices, training, and skills adequate for the intervention?**

There has been very little staff turnover and ongoing training continued throughout the duration of the program. The YAP staff has received over 36 different training events including workshops, seminars, certifications, and lectures, including: non-violent crisis intervention, standard first aid, suicide intervention, teaching social skills, mental health first aid, protective/risk factor training, hostile child training, cognitive behavioural therapy, community building, Wraparound model, and so forth.

An attempt to integrate an external clinical consultant into the YAP was not successful, though a psychologist provides anger management work directly with the youth. Qualifications of the YAWs seem sufficient for the work they are doing, even though not all have university degrees. In fact, parents seem quite pleased with the YAW qualifications and how embedded they are in the community. Parents commented:

“Sometimes I think [the YAW] reads minds. It’s amazing how connected [the YAW] can be sometimes.” (Parent)

“He’s open, he’s honest, he’s great with us. He makes us feel comfortable, very comfortable.” (Parent)

“I: So what parts of the program do you think were most helpful in changing, like you said [the youth] did a three sixty.”

P: It was [the YAW] herself. Like how she presents herself to the kids and how she talks to them and you know. That's pretty well it."

"[The YAW] puts [the youth's] needs first. His needs always come first." (Parent)

From their interviews, youth too felt their YAWs had the qualifications to help them. YAWs being part of the community rather than perceived as an outside professional may be contributing to the formation of good working alliances between youth and workers. Youth respondents described their YAWs as follows:

"Someone to be there, to like help me stay out of trouble, instead of just judging – they'll help me get out of trouble..." (Youth)

"If he has something to say, he'll just say it...If I need anything, I just call him...when I do get in trouble, he's always there for you and stuff like that. Like he'll... when I was in Waterville, he- I used to talk to him on the phone like all... every day. So, he's someone you can talk to and stuff...Youth Advocate Workers, I don't know what the word 'advocate' means, but like, so I guess it's something to do with that. Advocate you to do better, is that it? Does that make sense?...So you know he's there for you, like if you need bus tickets or something to get home, he'll give them to you. He's good like that, I like him. And he's easy to talk to. Very respectable person...you can tell him anything and trust him, so that's good." (Youth)

"Well at first I was like ehhhh I don't want to go talk to someone, but [my YAW] made it fun and he made me actually want to go talk to him. I've had people come talk to me and stuff before and I didn't really like it and I just like left them and I didn't answer any of their questions and stuff... I had a couple of social workers and people come talk to me and I just ended up leaving, it was just bad, I never went to it and if I did I didn't answer anything because I didn't really feel comfortable with them. But I feel comfortable with him...I think it is just [my YAW], I like him better than all the other people I've talked to before." (Youth)

Responses from the community committees also indicate the YAWs are skillful in their approaches. One committee member summarizes well their views:

"I don't think... I don't think they necessarily have to have professional designations to do the job and to do the job well. I think there is a skill set and a competency base of someone there you know that emphatic understanding, you're able to build, all those kinds of things but I don't necessarily think, and the reason is, is it's not like they're delivering service, they're delivering a service but there not delivering therapeutic services, that makes sense, to the individual... So therefore what you are doing is listening and, and I often use this when saying, what they do is sit down with little Johnny or little Mary and go okay,.. your problem out of the one hundred percent, you need twenty percent from them, and twenty percent from them, twenty percent from them, twenty percent from them, twenty percent.. but little Johnny's and Mary's mom and dad don't have the where-with-all, for whatever reason, to be able to juggle those five agencies and get through all the doors. That's, that part of the advocacy, and then questioning, "Well what do you mean?" (Community Committee member)

While the YAWs were not required to hold university degrees to be hired, as para-professionals, the emphasis was on their knowledge of their community and the likelihood that the youth and their families would find the YAWs approachable. This model worked extremely well from the point of view of families, youth, and service providers, though it may have made it more difficult

to get recognition from some senior professionals (which may explain their reluctance to attend YST meetings).

Finding: *Staff selection practices and training are more than adequate for the intervention. Staff have experience in the communities in which they work and this is a critical element of the program's success. The YAWs understanding of the community, youth and families living in them is an asset to prevention and intervention efforts.*

- **Is the appropriate structure in place to maintain the project?**

Focus group respondents generally felt as though the YAP was well-established within the communities it serves. It was understood that the program was now considered a resource within these communities and the sustainability was a matter of securing ongoing funding for the program, rather than any major changes needing to come from within the organization.

Within the last year in particular, staff have operated their tasks mindful of the fact that the program might not be sustained, taking efforts to establish ongoing supports for the YAP youth and families:

"P2: I think we all understand this is a program and it's needed in the city. And it's nothing selfish.

P5: Whether it's with us or...

P2: Whether it's with us or someone else this is a program that's needed. But it's just, at some point we just kind of want them to either say yea or nay...

P3: It's not just us wishing either, right? Our clients are very aware...

P5: Judges, community members...

P3: All the service providers who were trying to get to buy in... "what are we buying in for? We're going to be buying out in a few months?" And then we have our referral sources as well, right?"

More recently, efforts are being made to secure sustaining funding from the HRM and the Province of Nova Scotia under its Child and Youth Strategy. Several meetings have been held. Results from this report are a key component of the argument being made to funders that the YAP is an effective and much needed service.

7.0 Outcome Evaluation Findings

7.1 Outcome Evaluation Findings

This section provides answers to the outcome evaluation questions in the evaluation matrix (Appendix S).

- **Did the program reduce isolation and negative rushes among youth at risk for gang involvement?**
- **Did the program increase the pro-social and life skills competencies in participating youth?**
- **Did these changes reduce the incidences of factors associated with criminality?**

Table 32 (page 55) shows the mean scores for youth who are gang members, at risk of joining a gang, and the community comparison group at their initial, time two, exit, and post-exit assessments. The at-risk group is comprised of youth who were accepted to the YAP and who did not identify as being part of a gang. The table was generated using independent-sample t-tests and as such, can only speak to the significance of scores between groups at each

assessment. One-way repeated measures ANOVAs were also run on the scale scores in order to better understand their longitudinal significance. While we cannot provide a longitudinal comparison between YAP and community youth, we can speak to the significance of the change in scores over time within the YAP youth. We also cannot meaningfully compare the post-exit assessment scores because there were only three youth who completed them. As a result, the longitudinal comparison encompasses only youth who completed time one, time two, and exit assessment scores (n=18). Should the YAP continue, the intention is to follow youth in order to fully assess program outcomes post-intervention.

Youth exiting the program show a decrease in their victimization scores that is statistically significant.

Isolation and Negative Rushes

For scales representing isolation outcomes, youth who were in a gang showed an overall negative change in their scores at time two. However, their scores all improved by the time they exited the program. Youth at-risk scales remained relatively stable, with the exception of their SDQ Peer Problem scores and Family Relationship Cohesion Characteristics which both showed positive change. The community comparison group scores all showed negative change between time one and exit. These youth scored lower on their Attachment to Teacher, Attachment to School, and the Family Relationship Cohesion Characteristics scores and higher on the SDQ Peer Problem scale. The longitudinal comparison of YAP youth scores shows a similar trend for youth attending the program. Attachment to School and Attachment to Teacher scores showed positive change by the youth's exit assessment while their SDQ Peer Problem scores decreased. None of these scores were found to be statistically significant (the relatively small sample sizes make it difficult to demonstrate statistical significance) but the trends still show the effectiveness of the program in the lives of these youth.

Overall, youth at risk and youth who identified as being in a gang showed varied trends in their mean scores related to negative rushes. Initial, time two, and exit assessments show that youth in gangs generally score higher on scales related to negative rushes than at-risk youth or the community comparison group. Mean differences between initial and time two assessments show that youth in gangs experience an increase in negative rushes; however, their scores related to conduct problems, normative beliefs about aggression, attitudes toward gangs, attitudes toward guns and impulsivity all decreased between time two and their exit. The scores of at-risk youth, in contrast, on scales related to negative rushes fluctuated between initial and time two assessments, but generally decreased by their exit assessment. This indicates that things get worse before they get better for youth in gangs and to some extent for at-risk youth as well.

When analyzed longitudinally, youth exiting the program show a decrease in their SDQ Conduct Problems, Victimization, Attitudes towards Guns, Impulsivity (*Teen Conflict Survey*), and Delinquency A and B scores at exit. The change in their Victimization scores is significant ($p=0.22$), with a large effect size (53%, $n^2=0.53$). As a group, their 4HSQ Risk, Normative Beliefs about Aggression, Attitudes towards Gangs, and Impulsivity (OJJDP Student Survey) scores decreased at time two but started to increase again by the time of their exit assessment.

YAP youth show a peak in their resilience scores at time two that subsequently decreases upon exiting the program.

Table 32: Youth scores on the scales measured by the YAPST

Outcome Evaluation	Scales	Time One (n=172)			Time Two (n=55)			Exit (n=18)		Post-exit (n=3)	
		YAP youth		Community Youth	YAP youth		Community Youth	YAP Youth		YAP Youth	
		In Gang	At Risk		In Gang	At Risk		In Gang	At Risk	In Gang	At Risk
Isolation	Attachment to Teacher	2.43 SD=0.58	2.61 SD=0.45	2.75 SD=0.45	2.20 SD=0.72	2.45 SD=0.50	2.74 SD=0.39	2.33 SD=0.12	2.54 SD=0.53	x	2.27 SD=0.23
	Attachment to School	3.11 SD=0.72	3.78 SD=0.75	4.23 SD=0.58	2.44 SD=0.72	3.43 SD=0.82	4.22 SD=0.43	2.96 SD=0.80	3.87 SD=0.66	x	3.89 SD=0.91
	SDQ Peer Problems	1.69 SD=0.95	2.51 SD=2.01	1.93 SD=1.57	3.00 SD=1.00	1.90 SD=1.49	1.81 SD=1.69	1.67 SD=0.58	1.14 SD=0.77	x	2.33 SD=1.16
	Family Relationship Characteristics Cohesion	2.74 SD=0.43	2.98 SD=0.53	3.26 SD=0.54	2.50 SD=0.60	2.91 SD=0.58	3.15 SD=0.63	3.03 SD=0.34	3.13 SD=0.46	x	2.72 SD=0.47
Negative Rushes	SDQ Conduct Problems	5.54 SD=1.51	5.00 SD=1.92	3.15 SD=1.72	6.67 SD=3.06	4.61 SD=1.96	3.67 SD=1.80	5.67 SD=0.58	4.93 SD=2.30	x	4.33 SD=1.53
	4HSQ Delinquency A	13.33 SD=6.66	5.29 SD=3.97	1.65 SD=3.31	x	3.00 SD=2.94	3.30 SD=4.47	x	x	x	x
	4HSQ Delinquency B	14.00 SD=6.36	11.32 SD=7.19	2.79 SD=3.60	22.67 SD=6.81	9.36 SD=6.44	1.73 SD=2.49	24.33 SD=3.06	11.13 SD=8.76	x	6.33 SD=4.62
	4HSQ Risk	4.15 SD=3.69	2.36 SD=2.81	0.54 SD=1.47	8.33 SD=2.08	2.74 SD=2.85	0.43 SD=1.16	10.00 SD=1.41	2.29 SD=2.16	x	1.67 SD=1.53
	Victimization	1.43 SD=0.31	1.44 SD=1.49	1.25 SD=1.13	1.22 SD=0.11	1.19 SD=0.22	1.16 SD=0.40	1.22 SD=0.19	1.96 SD=2.96	x	1.04 SD=0.06
	Attitude towards Gangs	5.67 SD=1.80	1.90 SD=1.51	1.36 SD=1.37	7.00 SD=1.73	1.81 SD=1.17	1.05 SD=1.13	5.33 SD=3.06	1.83 SD=1.70	x	2.00 SD=1.00
	Attitudes towards Guns and Violence	26.54 SD=10.03	18.65 SD=10.44	12.07 SD=6.73	35.67 SD=6.66	16.41 SD=8.75	10.16 SD=6.32	28.00 SD=7.07	16.38 SD=8.17	x	13.33 SD=8.62
	Normative Beliefs about Aggression	2.31 SD=0.83	1.79 SD=0.65	1.52 SD=0.45	2.87 SD=0.49	1.91 SD=0.69	1.53 SD=0.37	1.95 SD=0.61	2.15 SD=0.70	x	1.72 SD=0.52
	Impulsivity - Teen Conflict Survey	14.692 SD=3.40	11.84 SD=3.54	9.60 SD=3.78	16.33 SD=3.21	12.71 SD=3.84	9.67 SD=3.83	15.67 SD=2.08	11.57 SD=3.5	x	10.00 SD=2.00
	Impulsivity - OJJDP Student Survey	21.768 SD=4.32	15.877 SD=5.46	12.99 SD=4.62	21.33 SD=7.02	16.07 SD=4.92	12.38 SD=5.05	23.00 SD=2.65	14.79 SD=5.87	x	12.67 SD=3.79
Pro-social/Life Skill Competencies	CYRM Score	110.69 SD=16.89	115.64 SD=12.46	126.35 SD=11.95	101.33 SD=16.26	114.44 SD=19.19	123.81 SD=12.69	111.00 SD=26.87	119.42 SD=14.81	x	104.33 SD=20.26
	SDQ Pro-social Behaviour	7.00 SD=1.96	7.89 SD=1.56	8.63 SD=1.49	5.67 SD=1.15	7.74 SD=1.53	8.76 SD=1.41	8.00 SD=1.73	8.36 SD=1.55	x	7.00 SD=1.73
	Self-Esteem	3.03 SD=0.40	2.88 SD=0.39	3.16 SD=0.44	2.67 SD=0.67	3.04 SD=0.50	3.33 SD=0.35	3.22 SD=0.39	3.19 SD=0.42	x	3.30 SD=0.51

Pro-social/Life Skill Competencies

Youth in gangs showed lower scores on pro-social and life skills competencies except for self-esteem on their initial and exit assessments compared to youth at-risk and the community group. For gang youth and those at-risk, their CYRM and SDQ Pro-social scores dipped at time two assessments but increased upon their exit. Importantly, these exit scores were generally higher than the youth's initial assessment. The community comparison group's CYRM scores, in comparison, also dipped while their SDQ Pro-social scores increased at time two.

As a group, YAP youth show a longitudinal increase in their SDQ Pro-social and Self-Esteem scores between time one and exit. In contrast to Table 32, their CYRM scores (measuring resilience) peaked at time two and decreased by the exit assessment, with a medium effect size (43%, $n^2=0.43$). Even though none of the findings were statistically significant, exit scores on these scales were generally higher than the youth's initial assessment.

Table 33 shows the initial, time two, exit, and post-exit scores on all YAPST survey sub-scales for the youth who have graduated from the YAP. While youth scores appear to decrease or increase from exit to post-exit assessments, the post-exit scores are based on only three youth, which makes the results difficult to interpret.

Isolation and Negative Rushes

For scales representing isolation factors, the Attachment to School scores for graduate youth increased, with the mean score of 4.08 (SD=0.50) at exit nearing the maximum possible score on the scale of 5.00. Attachment to teachers increased slightly from 2.50 to 2.60. SDQ Peer Problem scores decreased between the youths' initial entry into the program and their graduation. Their Family Relationship Characteristic Cohesion scores also improved slightly from the initial scores. These scores indicate an increased attachment to the youths' school and teachers, as well as the increased ability to form age appropriate relationships with peers. The scores for YAP youth were compared longitudinally and no statistically significant difference was found. However, analysis did show that Attachment to School scores increased while Attachment to Teacher, Peer Problems, and Family Relationship Characteristics Cohesion scores decreased.

With regard to negative rushes, the mean scores on SDQ Conduct Problems scores decreased for youth by their exit assessment. These lower scores indicate a decreased risk of engaging in problematic conduct or showing signs of a conduct disorder. For the SDQ Conduct Problems sub-scale, the initial mean score of 5.20 was in the borderline/abnormal range, whereas the exit score of 4.72 falls into the normal range for children of the YAP's target age group.

Three of the youth who were measured by the Delinquency scale for youth aged nine to eleven (Version A) upon entry into the program had progressed to Version B by their graduation due to their age. The decreases in mean score from initial assessment to exit indicate lower levels of delinquent behaviour such as theft, aggression and vandalism. The mean 4HSQ Risk Scale score has decreased from 2.60 to 1.70 where the minimum score is 0; youth who have exited the program show decreased engagement in risk-taking behaviour, specifically substance use, than on entry into the YAP. In contrast, the Victimization scores for youth graduating from the program increased slightly by the time of exit.

The longitudinal analysis shows a dip in scores at time two for YAP youth on SDQ Conduct Problems and Victimization scales before increasing again for their exit assessment. Their scores on the Risk scale, in contrast, peaked at time two before decreasing by the exit assessment. Overall, YAP youth experienced a decrease in their Attitudes towards Gangs and Guns, and Delinquency (Version A and B), and both Impulsivity scales. No statistical significance was found for these trends.

Table 33: Mean scores for youth graduating from the YAP

Outcome Evaluation	Scales	Initial (n=15)	Time Two (n=12)	Exit (n=11)	Post (n=3)
Isolation	Attachment to Teacher	2.50 SD=0.58	2.38 SD=0.57	2.60 SD=0.35	2.27 SD=0.23
	Attachment to School	3.54 SD=0.83	3.31 SD=0.89	4.08 SD=0.50	3.89 SD=0.91
	SDQ Peer Problems	1.50 SD=1.22	1.08 SD=1.00	1.00 SD=0.63	2.33 SD=1.15
	Family Relationship Characteristics Cohesion	3.02 SD=0.40	3.05 SD=0.59	3.23 SD=0.43	2.72 SD=0.47
Negative Rushes	SDQ Conduct Problems	5.20 SD=2.65	4.92 SD=2.75	4.72 SD=2.05	4.33 SD=1.53
	4HSQ Delinquency A	5.83 SD=3.76	x	4.33 SD=4.51	x
	4HSQ Delinquency B	12.78 SD=6.72	9.63 SD=6.67	9.71 SD=8.24	6.33 SD=4.62
	4HSQ Risk	2.60 SD=3.22	1.75 SD=2.56	1.70 SD=2.26	1.67 SD=1.53
	Victimization	1.99 SD=2.93	1.19 SD=0.25	2.17 SD=3.34	1.04 SD=0.06
	Attitude towards Gangs	3.09 SD=1.97	1.33 SD=1.12	1.36 SD=1.03	2.00 SD=1.00
	Attitudes towards Guns and Violence	19.92 SD=9.92	17.11 SD=6.77	14.70 SD=6.58	13.33 SD=8.62
	Normative Beliefs about Aggression	2.06 SD=0.81	2.03 SD=0.67	2.10 SD=0.71	1.72 SD=0.52
	Impulsivity - Teen conflict survey	12.14 SD=4.96	11.25 SD=3.36	12.18 SD=3.92	10.00 SD=2.00
	Impulsivity - OJJDP Student Survey	19.15 SD= 3.93	17.00 SD=5.16	14.72 SD=4.92	12.67 SD=3.79
Pro-social/Life Skill Competencies	CYRM	116.42 SD=11.77	117.60 SD=21.88	123.67 SD=11.61	104.33 SD=20.26
	SDQ Pro-social Behaviour	8.20 SD=1.52	8.17 SD=1.40	8.82 SD=1.54	7.00 SD=1.73
	Self-Esteem	2.86 SD=0.39	3.12 SD=0.57	3.16 SD=0.46	3.30 SD=0.51

Pro-social/Life Skill Competencies

Youth who have graduated from the YAP have shown improvement in almost all areas measured by the YAPST. The mean CYRM score (M=116.42, SD=11.77) at admission to the program improved by the time youth graduated. Higher CYRM scores indicate higher levels of resilience, with a maximum score of 145; the mean score of the graduating youth is 123.67. The longitudinal analysis of graduate youth shows an increase in all Pro-social/life skill competencies even though there was no statistical significance in these changes. Greater resilience is expected to be a buffer against criminal activity and gang involvement. Pro-social

behaviour and self-esteem, measured by the SDQ and Rochester scales respectively, have both increased at exit in comparison to time one.

Factors Associated with Criminality

The scores for graduates from the YAP and youth who exited without graduating were assessed using one-way repeated measure ANOVAs. This allows for the comparison of changes in scale scores to the involvement of youth with Corrections. The scale scores show a general decrease for both groups in their SDQ Conduct Problems, Delinquency, and Attitudes toward Gangs. However, there was no statistical significance to these changes. Despite these positive indicators, both graduates and non-graduates showed an increase in their involvement with Corrections. This may be attributable to a number of factors, including justice involvement that was pending before the youth joined the YAP, developing trust between the youth and their YAP workers, a greater comfort level on the part of youth when discussing correctional involvement as they mature, or the likelihood of more serious charges being brought against youth as they grow older.

Youths' positive attitudes towards guns and violence greatly diminished at their graduation from the program compared to their entry.

Another interesting result was the risk scores for these youth. All of the youth showed a decrease in their risk score between initial and time two assessments. However, these scores increased by the time both groups of youth exited the program. It is noteworthy that graduates of the program experienced a lesser increase in their mean score at exit, possibly an effect of the program.

Table 34: YAP youth and graduate risk scores – longitudinal comparison

Time Period	YAP Youth Non-graduates (n=4)		YAP Youth Graduates (n=8)	
	Mean	S.D.	Mean	S.D.
Initial	4.25	3.77	2.88	3.27
Time Two	2.75	4.19	0.88	1.73
Exit	7.00	3.65	2.25	2.55

The main concerns of the Youth Advocate Program, that youth are showing positive attitudes towards guns, violence and gangs and are normalizing aggression, appear to have been addressed at the time of the youths' graduation from the program. Normative beliefs about aggression, whilst only decreasing slightly at exit from baseline, are tending towards the minimum score of 1.00 and represent less positive beliefs about aggression than were held upon entry to the YAP. Youths' positive attitudes towards guns and violence have greatly diminished at graduation compared to initial assessment, as shown by a reduction in mean score of nearly 40% from baseline. Attitudes towards gangs have also become more negative, with a mean score approaching the scale minimum of zero. Together with clear reductions in impulsivity levels, as measured by the Teen Conflict Survey and the OJJDP Student Survey, the YAP can be said to reduce isolation and negative rushes among youth at risk of gang activity and increase pro-social and life skills competencies among participating youth.

Correspondingly, in interviews, several youth discussed the changes they identified in themselves with regard to a reduction in negative rushes, isolation, and anti-social behaviours. For example, youth program participants reported closer relationships with immediate family members. In one interview, a youth described the role their YAW had in making them realize how their choice to drink alcohol impacted their mother:

P: She knew, 'cause I used to come home drunk up and stuff.

I: Yeah, and how did she react when you were [like that]?

P: She was just mad. She was like I shouldn't drink and stuff, so I stopped.

I: Yeah, and how has your relationship with your mom changed?
P: Well, we're really close, I can talk to her about anything, everything.
I: That's good, and is she happy with the change?
P: She's happy that I changed
I: How do you think it affects her?
P: When I was doing it?
I: When you were doing it and then now that you've stopped. Like how has that impacted her day to day?
P: She had a hard time, and [YAW] told me that she used to call, sad, and say, "Where's my baby at?" and stuff. And now she's happy.
I: Yeah. How does it make you feel, like, when [YAW] told you that she would call...
P: I was sad, and I wanted to cry, so that was why I started changing and stuff.
I: When you heard that, that's when you started changing?
P: Yeah.

In another interview, a youth described the role their YAW played in distancing themselves from their former friends:

Y: I actually started not hanging out with my friends for a while after me and [Youth's YAW] started building a good relationship. I stopped, I like pulled away from my friends. 'Cause I felt like I had a friend that was there for me and wanted me to do good.
I: Why did you, what made you pull away from your friends? ...
Y: Cause they, I finally realized that when I was hanging out with them, all I was doing was getting in trouble. And we really wasn't doing anything fun. But when I was with [Youth's YAW], we'd go bowling or to the movies or go for walks, stuff like that. It was fun and I wasn't getting in trouble. That's the kind of friend that I want.

Youth also reported engaging in their communities in positive ways. In a community committee focus group, one service provider described a change she has seen in the youth in her neighbourhood:

"The other boys that were involved with us [as volunteers]- they've definitely taken on that leadership role with the younger kids and the, I think their feeling a need to be around here so- but, what I've seen, ...definitely having [the YAW] as the partnership with this program has definitely encouraged the youth to come and like I said our Youth Night that we offer through the [community centre] is actually picking up numbers as well, too, so I think- and it's a lot of the same ones- so it's them bringing their friends [with them] so." (Youth)

Most youth directly attributed such changes in attitude and behaviour to their involvement with the YAP and, more particularly, their YAWs. One youth described the impact their change in attitude had on deciding to stop doing things that could get them in trouble with the law: *"Well, I think about it sometimes...but then I think of the consequences and I don't want to go through that again."*

"If [the YAP is] lost, you're going to lose that resource because they are actually holding the hand of some of the worst kids we have. You know, so if you don't have it, these kids- they're not going to have that personal call [to the YAW], they're going to be out doing.... I think it will manifest itself and increase calls [to the police] for those kids." (Police representative)

Finding: Overall, youth experienced a reduction in negative rushes, isolation and anti-social behaviour, although problems seem to get worse before they get better for youth who reported involvement with gangs at the start of the YAP. Specifically, both gang involved and at-risk youth showed decreases in peer problems and better family relationships. Importantly, the community comparison group showed lower teacher attachment and family relationships and more peer problems over time, while the YAP youth improved their scores on each of these dimensions. The YAP youth also showed an overall increase in aspects of resilience and pro-social behaviour, in contrast to the

community comparison group, which showed lower resilience scores over time. During qualitative interviews, these changes were attributed by the youth to their involvement with their YAWs and the structure and interventions of the YAP.

- **Is the community aware of the program?**
- **Does the community value the program as a resource to intervene with youth at risk of gang involvement?**

During focus groups, participants noted that the program is now well-known in schools, namely those within the six pilot communities. Police representatives also stated that they have come to rely on the YAP, the YAWs and the youth participants when working on the ground in the six pilot communities. One stated: *"...prior to me taking the job over—and probably the Youth Advocate [Program] came on at almost the same time—there was a gang mentality here in the neighbourhood and that- from what I've seen- is gone, kids hanging around certain areas they don't do that, they do with some, of course kids are going to hang around, but it's not the same inner-city feeling that it was a number of years ago. The number of violent crimes has gone way down." (Community Committee)*

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In community committee focus groups, respondents were generally positive about the program and several participants mentioned that the YAWs in their communities were considered resources: *"I've seen like quite a few programs that do interventions with students and stuff but this is such an important one, 'cause it's someone who connects you to the community and so it's not just isolated at school."* Participants from all focus groups asked for an expansion of the program into other communities in the HRM, and even further throughout Nova Scotia and across Canada.

"I've seen like quite a few programs that do interventions with students and stuff but this is such an important one, 'cause it's someone who connects you to the community and so it's not just isolated at school." (Community Committee member)

In an executive committee focus group, when asked what costs, financial and otherwise, there would be to the community should the YAP *not continue*, respondents agreed that the YAP was a better use of funding and resources than previous alternatives. One police representative noted that they were under the impression that officers had felt an impact from the YAP being involved in the six pilot communities and that they have now come to rely upon the support of the YAWs

and the YAP in terms of crime prevention with youth. They stated: *“If [the YAP is] lost, you’re going to lose that resource because they are actually holding the hand of some of the worst kids we have. You know, so if you don’t have it, these kids- they’re not going to have that personal call [to the YAW], they’re going to be out doing.... I think it will manifest itself and increase calls [to the police] for those kids.”*

The YAP meeting minutes show that a number of counsellors, support services, organizations and professors, amongst others, have attended YAP staff meetings to inform YAWs about the services and programs they offer, as well as share useful knowledge about youth at-risk. Most of these representatives and/or organizations have sought partnerships and professional relationships with the YAP.

On site observations also indicated that the YAP staff have participated in a number of community events where they used the opportunity to inform the community by having readily-available pamphlets and referral form packages on hand.

Finding: *The community is aware of the YAP and values its role in the communities it serves. Schools, community service providers, along with private and government organizations value the program and believe it has served to strengthen relationships between related but separate organizations and service providers, government or otherwise. When asked, community members felt that the YAP was making a significant difference among youth and changing attitudes towards gang involvement in the six pilot communities.*

- **Are parents/guardians experiencing an increase in knowledge of available services and service provision processes?**

In parent interviews, participants reported that their child’s involvement with the YAP was instrumental in setting up programming and supports for their youth and themselves. The parents’ prior knowledge of these programs varied, but those who had attempted to connect with these supports in the past noted that they were more difficult to secure before. They credited the YAP and their YAW for knowing how to navigate these organizations, as well as having the time to devote to these endeavours.

In interviews, several parents noted that they were not fully aware of all of the services their youth received; rather, they appreciated having the support of another person in the youth’s life in arranging appropriate programs and supports to help the youth. The YAP and the YAW were relied on for making these happen.

One parent said that they were unaware of the programs in their community until their youth was accepted into the YAP. They said that the YAP provided them with guidance and support that they had not received from other programs in the past and that they equated the quality of service provided by the YAP with a genuine caring for their child. When asked why this was helpful, they stated: *“Because some people don’t- I don’t know if they really care... there’s all those little people that they don’t get involved with.”*

Finding: *Parents are learning more about services and service provision. Many parents described their youth’s YAW as a support in acquiring services for their youth and the family as a whole, particularly when the parent has experienced barriers in acquiring services in the past. Some parents rely heavily on the YAP for securing and maintaining services and supports.*

- **Are parents/guardians experiencing an increase in youth and family service resources from both the program and the community?**

As previously discussed in the General Profile (Section 6.1), comparisons can be made between youth who have been accepted into the program and youth who have been assessed but not accepted into the YAP with regard to formal service use. These analyses can be complemented by a discussion of changes in service use patterns of youth as they progress through the program; at their initial, exit and post-exit assessments. Since the YAPST-PMK was only consistently administered to caregivers at the time of the youth's initial assessment for the program, we have to rely heavily on youth reports when it comes to changes in YAPST scores relating to service use, although these score changes were also corroborated during discussions with parents and YAWs.

Table 35: Mean Scores for PMK engagement with formal services – Initial and Time Two

	Initial			Time Two		
	N	Mean	S.D.	N	Mean	S.D.
General Health Services	28	1.78	0.48	2	2.00	0.35
Educational Services	30	0.99	0.55	1	0.75	x
Child and Family Services	70	.50	0.40	3	.52	0.63
Mental Health Services	30	0.33	0.44	2	0.75	1.06
Corrections (Younger youth)	30	1.60	1.22	1	3.00	x
Corrections (Older youth)	42	0.51	0.51	2	0.21	0.30
Cultural and Spiritual Services	30	.03	0.10	2	.00	0.00

Thirteen PMKs had a time two assessment at six months after their youth entered the YAP. As can be seen from the table above, they reported on average higher levels of involvement with general health, child and family services, and mental health services. However, these findings cannot be assessed for statistical significance due to the low response rates at time two. This overall increase in service usage, while not statistically significant, reflects successful advocating, on the part of the YAWs, to obtain programs and services deemed necessary for these 13 youth and their families.

In interviews, parents reported that YAWs worked to set up programming for them, as well as for their youth, and how this served to better support them and their families. One parent talked about their experience participating in a parenting course set up by their youth's YAW: *"Yeah and I was the only parent out here going through this and, God, there was more parents than I thought [going through the same thing with their children] and I said, you know, and it's about time I stood my ground, so now I stand my ground with [my child] and he knows I mean business."*

"Yeah and I was the only parent out here going through this and, God, there was more parents than I thought [going through the same thing with their children] and I said, you know, and it's about time I stood my ground, so now I stand my ground with [my child] and he knows I mean business."

(Parent)

Rates of use of corrections services among younger youth increased between the initial and time two assessments. There are a number of possible reasons for this increase, such as existing or pending correctional involvement on the part of the youth from before their entry into the YAP – for example already being on probation or having a previously scheduled court date between the first and second administrations of the YAPST.

Table 36: Youth engagement with formal services –Time One, Time Two, Time Three, Exit, and Post-exit

Formal Services	Initial (n=172)			Time Two (n=55)			Time Three (n=18)		Exit (n=18)		Post-exit (n=3)	
	YAP youth		Community Youth	YAP youth		Community Youth	YAP Youth		YAP Youth		YAP Youth	
	In Gang	At Risk		In Gang	At Risk		In Gang	At Risk	In Gang	At Risk	In Gang	At Risk
General Health Services	1.73 SD=0.60	1.49 SD=0.55	1.67 SD=0.45	1.50 SD=0.00	1.50 SD=0.55	1.98 SD=0.40	1.33 SD=0.36	1.56 SD=0.75	1.83 SD=0.44	1.46 SD=0.62	x	1.50 SD=0.18
Educational Services	1.15 SD=0.63	0.82 SD=0.56	0.79 SD=0.54	0.94 SD=0.44	1.22 SD=0.83	0.89 SD=0.50	0.29 SD=0.14	1.03 SD=0.56	1.04 SD=0.38	0.94 SD=0.50	x	1.17 SD=0.52
Child and Family Services	0.32 SD=0.25	0.42 SD=0.39	0.46 SD=0.29	0.78 SD=0.11	0.44 SD=0.32	0.29 SD=0.29	0.52 SD=0.23	0.67 SD=0.47	0.81 SD=0.76	0.27 SD=0.32	x	0.07 SD=0.13
Mental Health Services	0.45 SD=0.67	0.38 SD=0.43	0.13 SD=0.24	0.44 SD=0.44	0.29 SD=0.33	0.23 SD=0.34	0.50 SD=0.57	0.39 SD=0.52	0.88 SD=0.82	0.20 SD=0.27	x	0.33 SD=0.38
Corrections (Younger youth)	2.33 SD=1.15	1.14 SD=1.13	0.63 SD=1.11	x	2.25 SD=1.50	0.80 SD=1.23	x	x	x	1.25 SD=1.50	x	x
Corrections (Older youth)	0.81 SD=0.50	0.52 SD=0.43	0.16 SD=0.22	1.81 SD=0.58	0.56 SD=0.56	0.13 SD=0.13	1.21 SD=1.11	0.97 SD=0.64	1.48 SD=0.58	1.04 SD=0.87	x	1.43 SD=1.36
Cultural and Spiritual Services	0.30 SD=0.67	0.63 SD=0.15	0.14 SD=0.42	0.00 SD=0.00	0.94 SD=0.22	0.19 SD=0.51	0.08 SD=0.14	0.13 SD=0.36	0.00 SD=0.00	0.15 SD=0.30	x	0.00 SD=0.00

Table 36 shows the mean scores of YAP youth who are in a gang or at risk in terms of their involvement with formal services. The community comparison group of youth is also included for initial and time two comparisons.

Involvement with general health services, CYFS, Mental Health Services, and Corrections for older youth (12 to 15) increased for youth who were gang members. Youth at-risk, in comparison, increased their involvement with Educational Services. Their engagement with general health services remained stable between initial and exit assessments. These scores cannot be compared longitudinally because of the lack of consistent responses on these scales at initial, time two, and exit assessments. The fluctuations in service usage, while not statistically significant, may still indicate successful advocating on the part of workers within the YAP to obtain programs and services. Should the program continue, further outcome data related to service use patterns over time will become available.

Finding: *Parents and youth have experienced an increase in access to services within their communities.*

- **Was the project more successful in achieving outcomes with some subgroups or communities than with others?**

There are several subgroups that were shown to have been more consistently successful in achieving outcomes than others.

YAPST scores from initial to exit assessments indicate that youth at risk, overall, have a greater reduction in isolation and negative rushes than youth who identified as being in a gang. Youth at risk also show greater increases in mean resilience scores than youth who identify as being in a gang. See part one of Section 9 for a further discussion of these trends.

Reportedly, YAWs faced more challenges providing appropriate interventions and supports for female program participants, which was noted in file reviews, focus groups, and observations. Of the 57 youth who were accepted into the YAP, 48 (84%) are boys and nine (16%) are girls. Therefore, a proper comparison of gender differences is not possible, however, it is clear that there are differences in the risks male youth in these communities confront versus the risks faced by female participants. In several circumstances, YAWs expressed their concerns about providing appropriate interventions, and subsequent programming, for the girls on their caseloads, as they felt the regular programs and methods for intervening were not always appropriate when attempting to help the girls in the YAP. Reports of female participants hanging out with older people (males in particular), drinking, doing drugs, and experiencing solicitations to engage in prostitution were noted in file reviews and during observations.

In an interview, one female participant mentioned several conversations she had with her YAW in which they discussed risks she confronted while spending time with older youth and talked about how to best confront them. This anecdotal evidence corroborates the YAWs reports that they try to fill in such gaps in service themselves, through conversation, on an as-needed basis. Despite a lack of specific protocol around the different issues girls at-risk of involvement with gangs experience, such as drinking, drugs, unsafe sex practices and solicitations for sex work, YAWs made efforts to fill in this gap by orchestrating their own interventions when necessary. Many of the risks reportedly faced by these girls were connected to spending time with an older group of friends, which resulted in more drinking and drug use. One female youth attributed changes in her behaviour and peer group to her participation in the YAP:

I: How do you think your community sees you?

P: Um, I think they see me as a nice person, cause I'm nice to people,

I: Yeah, has that changed since you started with the program and with [YAW]?

P: Yeah, before I started with [YAW], I was a rude person, I'd start with people for no reason, block people for no reason, threaten people for no reason....just starting...trying to cause problems and stuff. Now...I don't do that no more.

I: Yeah. That's good. And so, what is it that makes you not want to start with people?

P: I dunno, I think its hanging with older kids, because before when I was hanging with [youth's former friend] I was always getting in trouble, but now that I hang out with [youth's current friend] now, I don't really get in trouble and I haven't gotten in trouble ever since.

I: Mmhmm. So it's like your friends?

P: Yeah, I'm more mature now. I'm trying to act my age.

I: You act your age, you said? [Youth nods 'yes'] Yeah, so even though you used to hang out with people who were older than you, you're more mature for hanging with people your own age?

P: Yeah.

There was a noticeable discrepancy between the number of referrals and, later, graduates per community. As shown in Table 37, Uniacke Square had the largest number of referrals, 30, and graduates, 4. In contrast, Spryfield had far fewer referrals, 12, acceptances into the program, 6, and a total of 3 graduates. The Gaston Rd/Woodside area has thus far had no reported graduates, despite a high number of initial referrals, 26, and acceptances into the program of 10, with a total of 5 youth who withdrew from the program after being assessed and accepted. It is unclear why there are such discrepancies in referrals, acceptance rates, withdrawals, and graduations. More research is needed to explain these differences.

Table 37: Youth status according to area

Area	STATUS					
	REFERRALS	ASSESSED & NOT ACCEPTED	ASSESSED & ACCEPTED	GRADUATED	ACCEPTED & WITHDREW	CURRENT
DARTMOUTH NORTH	18	2	11	2	4	5
EAST DARTMOUTH	19	1	9	3	2	4
GASTON RD/WOODSIDE	26	3	10	0	5	5
BAYERS WESTWOOD/FAIRVIEW	30	7	8	3	1	4
SPRYFIELD	12	0	6	3	0	4
UNIACKE SQUARE	30	3	13	4	3	5
OTHER AREA	6	0	0	0	0	0
TOTALS	141	16	57	15	15	27

Finding: Youth participants in the Uniacke Square area were more likely to graduate from the program. Youth who identified as belonging to gangs experienced less of an increase in resilience and less of a decrease in negative rushes, isolation, and anti-social behaviour than those who were at-risk of joining a gang. Also notable, YAWs were observed to have more difficult negotiations around appropriate interventions for female program participants. They responded by addressing the needs of girls for specific interventions by adapting the program themselves.

- **Were there any unanticipated outcomes of the project (either positive or negative)?**

There were several unanticipated outcomes noted by the evaluation team, mainly in the realms of service provision. In focus groups and interviews, nearly every respondent, regardless of how directly they dealt with the program, emphasized the importance of a program like the YAP in the HRM, with many calling for it to be rolled out into other areas of the municipality and/or further. Youth, parents, YAWs, community members, and executive committee members all acknowledged the gap the YAP fills in service provision for youth at-risk and their families within the HRM.

The YAWs para-professional status and prior community membership were continuously cited as positives, in terms of being accepted by the youth, their families and surrounding communities. Their availability and accessibility to those in the community was helpful, as it made the YAP more approachable to potential referral sources and participants.

The YAWs para-professional status and prior community membership helped them to be accepted by the youth, their families and surrounding communities. Also, the YAWs' availability and accessibility made the YAP more approachable to potential referral sources and participants.

This para-professional designation facilitated participation of youth and their families. Some parents, however, sought support from their YAWs much more intensely and for longer periods than initially anticipated. Parents looked to YAWs for support and guidance, but would also take out their frustrations on the YAWs due to the intensity and closeness of their relationship.

Conversely, the YAWs described how their job description shifted and changed over the course of their employment with the YAP. Many described their desire to have more "play time" with the youth on their caseload, but described their work reality as comprising a great deal of case management. One YAW described this experience as follows:

Yeah, I think we do a little more case management than we thought we would. You know, initially we talked about being mentors. I find now - I felt for a long time that was just me wanting to do more mentoring, more one-on-one hanging out, having fun with the kids time. And I felt like it was just me that wasn't getting an opportunity to do that, but now when I sit around the table and I listen to everybody else and it feels like we're all at the same spot in terms of... we're almost like... we're navigating through the systems and the agencies and the supports and services, whether they're government or community-based. And it's almost like we're brokering out. So now we're trying -- for me anyway, and I think I've heard others say -- we're looking for people to be mentors and trying to connect, because we don't have the time to play every day, and these kids need somebody to play every day -- some of the kids -- or they want that. So initially I think my understanding was I'm supposed to be the person doing the playing, and I'm supposed to be the person that does all the other stuff, and I and I think like [another YAW] said, we're kind of defining our role and justifying what it is we do and prioritizing. So I prioritized. With some kids it's playing and buying bus tickets and making sure they get to the food bank, and with other kids it's case management all the way. (YAW)

Another YAW echoed this sentiment: "How has [the job] changed? We do everything. You know, what may have been highlighted in the job description... it's not [just that]... we do that plus way way way more. So that's, I mean, I think we've gotten better at just dealing with all of it since we first started, but, yeah."

“The YAP and the YAWs have been an agent of change...they questioned some of the established procedures in place that were really holding us back...it was kind of refreshing.” (Executive Committee Member)

A gap that has continued to persist in the design of the program is the need for stronger clinical support behind the YAW. Although, parents and youth generally cited overall satisfaction with the way in which the program was administered, it was recognized that more support for working with at-risk youth with complex needs should be a part of the structure of the YAP.

This lack of support may explain the stress on the YAWs. The community committee participants and the executive committee all cited reasons for which the current model of one worker to five youth, or five families, would be unsustainable unless workers are given more ongoing support with case management. One government representative stated: *“Of all the employees across all organizations- the YAWs are the highest in terms of sick leave and stress leave.”* The YAWs discussed concerns that they would not be able to perform all tasks currently expected of them on an ongoing basis without burning out. Representatives from other community programs commented that job-related expectations for the YAWs were not reasonable.

Another unexpected challenge was the amount of resistance the YAWs experienced from service providers and just how this impacted on their ability to provide resources and supports for the youth on their caseloads. Parents reported being aware of programs in the community prior to their engagement with YAP, but reported that they had come up against barriers in attempting to secure services for their family. The parents and the YAWs relationship was one of support, particularly when dealing with government programs and services, as the YAWs came to act as witnesses to the treatment some parents and youth received. They could not, however, impact the length of wait time for service access. One YAW described their experiences with service providers this way: *“We feel like we’re fighting just to get into their door, and we’re wondering why. We’re trying to help and support. Why is this- why is it hard for me to even, you know, like I mean we have all our problem stories that we can say... calling social workers or DCS and literally calling three, four, five times without getting a phone call back.”* Another YAW continued: *“So basically what the system identifies as their issue- which is this family, this youth- we don’t see that. We see that the system is the issue.”*

YAWs attempted to use the Wraparound model when developing action plans for youth on their caseloads, however this proved to be somewhat unrealistic, as this method relies heavily on buy-ins from not only the youth and their family, but also community-based, professional and government service providers. Youth Support Teams were never firmly set up, but YAP staff put in time with all of the YST members and accounted for their opinions and expertise when making decisions on how to move forward. Essentially, the YAWs provided an element of consistency in all areas of the youth’s life, which ensured that a participant’s and their caregivers’ needs were communicated to all formal and informal supports. While this sequential approach differs from the Wraparound model, it takes the essential element of communicating the needs of a particular youth into account.

Perhaps owing to their frustrations helping youth and families access services, the YAWs became a voice for better coordinated services across the region. At the executive committee focus group, one member acknowledged this, describing the YAWs’ role as “agents of change”:

Parents reported being aware of programs in the community prior to their engagement with YAP, but reported that they had come up against barriers in attempting to secure services for their family.

The YAP and the YAWs have been an agent of change...And I think it's all for the good, but it may have been interpreted by some as in as a negative and the reason- and let me just qualify that. Number one is that they were instrumental in bringing together a lot of agencies and doing some real good I guess Wrap kind of case modelling around some real intricate cases. At the same time because they are positioned with the child and the family, they questioned some of the established procedures in place that were really holding us back and that's what I, if I think back over it, that's when I got the phone call saying you know "Who do they think they are coming in and telling that principal this?" or "Who do they think they are asking us those kinds of questions?" And I thought, well... they're actually asking the right, you know "If you can't answer the questions as of why you are doing it that way maybe [they are right]", so that's why I thought it was kind of refreshing. (Executive Committee member)

Finding: *As the YAWs' job description became more defined, realities like an overall increase in the amount of time devoted to supporting parents, unanticipated resistance from service providers, an increase in case management duties, and decreases in time devoted to mentoring, have meant that YAWs are more like case managers than mentors. Their para-professional status is a major part of their success within the six pilot communities, as it made YAP staff more approachable and accessible to members of these communities. However, it has also meant they lack the power to compel professionals to attend YST meetings and have consequently adapted the Wraparound model into a sequential series of interventions with a young person's supports. The YAWs as well as committee members recognized that YAP staff work with youth and families with complex needs, sometimes generating high levels of stress which could be remedied by offering greater clinical support. Finally, YAP staff were acknowledged by executive committee members as 'agents of change' within service systems.*

7.2 Cost Analysis Findings

Table 38 presents the annual average costs per participant while Table 39 shows the actual operating costs of the YAP (including both the NCPC financial funding and in-kind contributions from YAP partners; for a more detailed review, see Appendix T). During the first year of operation (June 2008 – December 2008), the cost per participant was \$27,084.12 (\$4,514.02 per month), with a total program cost of \$704,187 for the year. However, this number is highly inflated due to the averaging of start-up expenses for the project and the number of participants (n=26) during the initial period of operation.

The total operating costs for the second year of the program (January 2009 - December 2009) were \$964,877. While this was the first full year the program was operational, it is important to note that the program only reached capacity in December 2009. The calculations for this year are therefore based on operating costs for 25 youth. During that same year, four youth graduated from the program. Using their average length of stay, the average cost per youth was \$38,592 per year, or \$3,216 per month. Although the YAP operated below capacity during the second year, expenses were increased by incorporating SpellRead into the program. The integration of SpellRead into YAP services was suggested by Dr. Schneider, a YAP partner from St. Mary's University, based on his own experiences with a crime prevention program working with a similar

The YAP operating costs per youth are considerably lower than those for youth in a Community Services residential program and approximately one fifth of the cost associated with incarcerating a young offender.

population of youth in a social housing community in North End Halifax. Youth are assessed by SpellRead. If the results show that the youth is significantly behind in literacy levels, YAP recommends the program to the parent(s)/legal guardian. If the parent(s)/legal guardian says no, YAP explores alternative options. Costs for SpellRead during 2009 were high, totalling \$19,500 for a 7 month period (\$2,786 per month). Although these costs are high, file reviews show that completion of the SpellRead program has benefited YAP youth's literacy. For example, an initial SpellRead assessment of a youth in grade 10 demonstrated an average grade two level of literacy. Upon completing the program in he was working at a grade twelve literacy level. File reviews also indicated many YAP youth struggle with literacy underscoring the need for the program.

The total operating costs for the last year of the YAP (January 2010 - December 2010) were \$832,743, with the average cost per youth being \$27,758 per year, or \$2,313 per month. Given that in 2010 the program was running at capacity (30 youth), and that the program was fully established by this time, the figures from this third year are considered to be most accurate in reflecting program costs. Given the average length of time youth who successfully graduate from the YAP spend in the program (16 months), the average cost per participant is \$37,008. YAP operating costs per youth are considerably lower than those for youth in a Community Services CYFS residential program. In 2004/2005 CYFS programs ranged from \$79,935 to \$208,050 per youth per year or \$6,661 to \$17,338 per youth per month (Nova Scotia Community Services, 2006). Furthermore, costs associated with the YAP are approximately one fifth of those associated with incarcerating a youth offender (approximately \$120,000 per youth per year or \$10,000 per youth per month; Canadian Psychological Association, 2008). Given that high-risk youth tend to use multiple services concurrently, service use costs are more likely to be compounded, and therefore higher than those presented here, supporting the cost-effectiveness of the YAP program.

Table 38: Average monthly and annual costs per participant

	Monthly costs per participant	Annual costs per participant
Year 1 (n=26)	\$4,514.02	\$27,084.12
Year 2 (n=25)	\$3,216.00	\$38,592.00
Year 3 (n=30)	\$2,313.00	\$27,758.00

Elevated costs are seen in years one (start-up of the program) and three (adaptation of the program). Expected start-up costs in the 2008 fiscal year include occupancy expenses (all of which become in-kind contributions by 2009); greater professional fees and contracts in 2009, and particularly in the first quarter as the project established itself (by 2010 these are limited to the SpellRead program); and in-kind contributions of administrators' time. As expected we see most adaptation costs in the 2010 fiscal year. These changes would invariably follow-on the 2010 annual report reflecting lessons learned and recommendations following the program's first full year of operation (i.e. 2009). In 2010, staff training expenses doubled over 2009 reflecting the program's integration of useful certifications and workshops. Meeting minutes showed that as a group YAP staff engaged in certification trainings such as Wraparound training, non-violent crisis intervention, and primary mental health and addictions. This is also the first year for which there are family counselling service expenses. Meeting minutes indicate that some of the family counselling services have involved help from YAP in attaining resources from the Family Services Association for both youth and their families, assistance in registering parents for a father parenting course and a course for parents who experience abuse from their children. It is anticipated that staff training expenses would remain constant should the program continue. An additional expense that warrants discussion is professional fees for family counselling services and educational supports in the form of the SpellRead program. These are private services that would otherwise be inaccessible to the youth participating in the YAP program and their families. Improved coordination with existing government services may result

in elimination of these private expenses or payment for these from providers other than the YAP. That said, the third year of the program appears to be the least expensive. As expected, salaries show small annual increases. Operating costs however such as overheads, travel and materials and supplies have all decreased as the program has become established. A review of the YAP budget documents, by community, reflect an even spread of costs across the six communities for all three years.

Table 39: Cost data[^]

	Year 1 2008 (7 months)	Year 2 2009 (12 months)	Year 3 2010 (12 months)	
INCOME/GRANTS				
National Partner	\$419,615	\$554,636	\$624,144	\$1,598,395
HARD EXPENSES				
Administration:				
Salaries, Wages and Benefits	\$36,900	\$50,000	\$55,200	
Occupancy costs	\$4,034			
Other Overhead: (i.e. photocopying, postage, printing, telephone, couriers, I.T. support, insurance, audit costs)	\$25,082	\$8,949	\$10,607	
	\$66,016	\$58,949	\$65,807	\$190,772
Program:				
Salary, Wages, and Benefits	\$332,390	\$385,037	\$412,909	
Professional fees and contracts	\$610	\$121,041*	\$16,475*	
Program materials & supplies	\$3,516	\$18,300		
Local travel (auto mileage, taxis)	\$5,144	\$15,383	\$13,911	
HR Training and development:				
• Meetings and conferences (travel, registration fees, hotel, food.)		\$7,403	\$1,733	
• Staff training	\$11,934	\$4,618	\$8,986	
Family follow-up sessions – Counselling services			\$13,375	
	\$353,594	\$551,782	\$467,389	\$1,372,765
IN-KIND COSTS				
Staff				
• Administrators (Community Development staff – Recreation Programmers, CRS General Manager, Admin Coordinator)	\$18,831	\$17,891	\$6,057	
• Agency personnel (Halifax Regional Police, HRSB staff, advisory committees, psychologists, Dept of Community Services, Community Justice, community pastors, HRM Councillors, family doctors, YMCA staff, community leaders, agency personnel, Halifax Regional Library staff)	\$202,388	\$218,590	\$214,168	
• Other (e.g. HRM communications support)	\$1,546	\$68,272	\$25,627	
Volunteer time (parents, partners, etc)	\$6,247			
Equipment donated/provided	\$5,035	\$8,474	\$8,257	
Program costs (Recreation programs)	\$204	\$384	\$1,493	
Other (office space, meeting rooms)	\$50,326	\$40,535	\$43,945	
	\$284,577	\$354,146	\$299,547	\$938,270
Total	\$704,187	\$964,877	\$832,743	\$2,501,807

[^] Financial data as provided by the HRM's financial office

* SpellRead expenses

In assessing the cost effectiveness of the YAP, it is important to note the decreasing expense per youth over time as the program becomes more efficient and initial start-up expenses are finished. It should also be noted that the YAP may be paying for services that should be covered by other service providers. This fact helps make the case for the YAP to be jointly funded through a consortium of providers who all benefit from lightened caseloads when the YAP is operating.

While this cost analysis provides a general overview of the expenses related to implementation of the YAP it is important to bear in mind that this analysis provides only a partial overview of the project and its delivery, and as such should not be seen as a measure of cost effectiveness or cost benefit. These findings should be considered in combination with the broader evaluation findings.

8.0 Lessons Learned

Evaluation Design

The absence of a waitlist presented itself as a challenge in the beginning of the evaluation that we were able to solve with additional RRC resources. We assumed there would be a YAP waitlist given the significant risks of gang involvement among youth in the pilot communities. In carrying out the project using comparison groups (of youth accepted and not accepted, a community sample drawn from the piloted communities, a junior high school sample matched by neighbourhood and youth sampled for the RRC's Pathways to Resilience study), we learned that these groups made for productive comparisons. Youth on the waitlist would have been compared to accepted youth in order to determine whether behaviour would improve over time without the intervention. However, data collected from the community group were comparable on some risk scores and in some cases showed higher levels of risk than youth referred to the YAP and not accepted. It is important to note that three youth in the community group identified as being involved in a gang, further justifying their use as a comparison cohort. As we collect time two administrations for this group, we will be able to look at whether risk scores improved for these community youth without intervention. We would suggest that other evaluations of this nature try to account for a possible lack of waitlists, and also encourage utilizing community comparison samples that are matched by community, gender and age.

Through this evaluation, we have learned that the identification of the six pilot communities by neighbourhood may have been too narrow. Our suggestion is to expand the focus to think about at-risk homogeneous populations based on children's school affiliations rather than arbitrary neighbourhood designations. In this way, the sample can be enlarged, while still accounting for consistency in a number of risk factors such as peer associations, school attendance, school climate, and demonstrating respect for geographic boundaries that make sense to the youth themselves (school districts tend to be the area that children navigate on their own).

Project/ Program Evaluations

An important part of the evaluation was to look at youth scores across time intervals in order to measure any changes in risk and resilient behaviours while participating in the program. A major challenge existed with youth assessments being completed during six month intervals. The evaluation team administered the YAPST when youth exited the program and six months afterwards. However, we had no control over assessments of YAP youth every six months during their participation in the program. The assessments were often late and a couple were early. Youth who withdrew from the program had often been inactive for some time before the

evaluation team was aware and making contact with these youth was a challenge after a long period of inactivity for exit assessments. From YAP records we were able to determine proper exit dates for some youth and in some cases use recent assessments taken within a couple weeks of the exit date as an exit assessment. However, some youth who withdrew from the program, because they moved or were transferred to DCS, did not have exit or post-exit assessments because the evaluators did not have their contact information.

Targeted Populations

The targeted population for the YAP is often transient which means that their contact information changes quite frequently. As a result, exit and post-exit assessments were a challenge for the evaluation team. To address this matter, as the youth were about to exit the program, the evaluators and YAWs worked together to set up a time and place for the evaluators to conduct exit assessments. Post-exits were much more challenging and in future evaluations we suggest making contact with youth after exiting every couple of months to ensure contact information is updated.

Interventions

In proceeding with the evaluation, we also noted the lack of fidelity in the administration of a single model of practice. For this reason we believe that more attention is needed to develop a fidelity checklist, much like that done for programs like Wraparound. This list should include a core set of principles such as the need for action plans, YST's, establishment of a community committee, and consistency of contact with youth, families, and service providers that would characterize each project site. This would help with replication of the intervention by ensuring that a core set of principles are recreated while honouring each community's need to adapt the YAP to local contexts and cultures.

This leads to our next lesson learned which is the difficulty that workers are experiencing in developing action plans and YST's. Action plans are not well documented, though anecdotal evidence suggests they are being discussed with the youth and families. More attention is needed to developing, implementing, and monitoring action plans. Doing so would help justify discharge decisions (when is the work successful, and by what criteria is termination decided). Similarly, the use of YST's has not been very successful, though what we are learning is that the barrier is not necessarily at the level of the YAWs, but reflects systemic problems coordinating services, making professional staff available to support YSTs, and a lack of agreed upon protocols for the sharing of resources between service providers. Methodologically, this means that it is difficult to assess the fidelity of using YSTs as part of the YAP.

9.0 Conclusions

Youth

Results indicate that the YAP is reaching its target population. YAPST risk scales showed that youth accepted to the program score higher on conduct problems, delinquency, substance abuse, normative beliefs about aggression, and attitudes toward gangs, than youth not accepted to the program and the community comparison group. File reviews indicated that youth referred to the program exhibit a minimum of three of eight important risk factors at the time of referral. This finding is also supported by interviews with the community and executive committees.

To date, youth who graduated the YAP spent an average of 16 months in the program. Putting supports in place for each youth can be a lengthy or short process depending on the service,

which contributes to the time youth spend in the program. In addition, meeting action plan goals is also a subjective process for each youth.

While the program is reaching the target population, there is some indication that there is a greater potential for the YAP to reach more of its target group. YAPST risk scores showed that the community group scored higher than the youth not accepted to the program on delinquency for the younger group of youth, normative beliefs about aggression, and attitudes toward gangs. Interviews with community committee members identified a need to reach more youth in the community and expand the YAP to include more YAWs in each community.

The youth advocate workers are the primary support for the youth and their families and are filling a service gap in the HRM by engaging in case management. The YAWs para-professional status has allowed for a great deal of trust and rapport building among youth and their families given their availability and accessibility in the community. This finding has been supported by interviews with youth, YAWs, and community and executive committee members.

Parents

In keeping with the Wraparound model, YAWs are engaging with parents, siblings and youth alike. Interventions and advocacy are provided for the family as well as the youth. Observations and file reviews indicate that parents, siblings and even friends of the youth receiving service from the YAP are in frequent contact with the YAWs. Parents in particular view YAWs as a support for themselves in addition to their youth.

Although parallel processes of engagement take place with parents and siblings, interviews with YAWs indicate that a strong dependency develops with caregivers, especially those who are sole parents. Caregivers come to expect the YAWs to be accessible as needed and report a great deal of satisfaction with the support they receive.

YAWs and Program Structure

The location of YAWs in the community is effective. They are most effective when positioned in close proximity to schools. Interviews with the community committees and YAWs, observations, and file reviews indicate that the YAWs spend a significant amount of time at youths' schools

The youth advocate workers are receiving a number of training opportunities to increase their skills on the job. Administrative file reviews indicated that YAWs have participated in over 36 different staff training opportunities. All staff received training to effectively implement the Wraparound model, however, maintaining fidelity has been a challenge. Despite the YAP team discussing the usefulness of a clinician to consult with regarding case management, and to help with intake and discharge decisions, the YAP has been as of yet unable to build this support into the program.

It has been noted that workers may experience a high degree of on-the-job stress as a result of the demands placed on them.

Project Management and Financial Sustainability

Positioning the program within the Halifax Regional Municipality's (HRM) Department of Community Relations and Cultural Affairs has been effective and given the program access to many resources. However, sustainability is not ensured at the municipal level. The program appears to fulfill the broader mandate of the Nova Scotia Child and Youth Strategy and significantly impact on case loads and costs for professional service providers in corrections, child welfare, and education. Therefore, findings suggest the need to build cross-service partnerships at municipal, provincial and federal levels to ensure sustainable program funding.

Summary

Overall, results from this evaluation show the Youth Advocate Program to be an effective community-based response to youth with complex needs who are at risk of joining gangs. The program has developed an innovative model that adapts principles from Wraparound and engages youth and families by providing case management and direct support from para-professionals who are embedded in the communities where the youth reside. Youth Advocate Workers (YAWs) provide sequential liaison between a youth, the youth's family, and the many service providers working with the family. This pattern may fit well in the context of Nova Scotia where resources are relatively scarce and service providers have large caseloads, making it difficult to coordinate meetings with more than one provider at a time.

The YAP has demonstrated excellent support from its community and is increasingly a sought after resource. The program is especially effective for families where there is only one caregiver, or where the family faces multiple challenges. Findings from this study suggest there are many youth who would benefit from participation with the YAP who are still not served in the pilot communities.

Challenges facing the program include a lack of sustainable funding in part because the services that benefit most directly from the work of the YAP have no formal partnership and make no financial contribution to the case management or individual programming (e.g., literacy training) offered by the YAP.

The program is also challenged by the reluctance of service providers to meet in teams or participate in community committees. This unduly burdens the YAWs with the task of coordinating services and advocating with different organizations for the resources youth and families require in order to prevent future problems.

As well, demonstrating the effectiveness of the YAP is itself a significant challenge as many youth live very transient lives and are difficult to re-contact after they complete the program, or if they drop-out early. Record keeping has improved greatly since the program's inception, however, ensuring periodic assessments are completed on time is difficult given the heavy workloads of the YAWs.

Despite these challenges, the program has become an increasingly credible source of support in the HRM for youth at-risk and referrals are increasing. There is agreement from all stakeholders that the YAP should continue and, if possible, be expanded.

10.0 Recommendations

1. The YAP is reaching its target population but has potential to expand. We recommend that as the program reaches sustainability that it grow geographically to reach more of the target population both within the pilot communities and other areas of Nova Scotia.
2. More YAWs should be hired as the program expands. The ratio of one YAW to five youth should be maintained as a cost-effective intervention.
3. The program works best with para-professionals with ties to the community they serve and who are both available and accessible in terms of geographic location and cultural awareness. As a result, we strongly recommend for YAP to continue hiring para-professionals. In addition, we also recommend that YAP budget for the training needs of staff to engage in best practices.
4. To complement staff training, address the problem of on-the-job stress, and to ensure best practices are reflected during case management, we recommend that the YAP contract with a clinical consultant to support the YAWs when they are intervening with complex cases.

We recommend that the YAP look at the possibility of securing this service at no cost from a regional mental health service whose mandate it is to serve these same youth and families.

5. We recommend that YAP staff pursue specific training around programming and interventions for female program participants and that they develop protocols for such interventions in order to address the different risks experienced by girls in their communities.
6. Recognizing the intensity of the relationships between YAWs and caregivers and with no occurrence of duplication in services, the evaluation team recommends that YAWs receive family-based intervention trainings and continue to provide the YAWs with this important support.
7. We recommend that the YAP build stronger ties with its advisory committees and set up stable community committees.
8. If the program expands, as recommended, we suggest another program assistant be hired to effectively maintain the intake process, to fill in for YAWs on vacation or sick leave, and to join YAWs on home visits when required. Specifically, we recommend that a program assistant be hired for the Dartmouth communities, in this case, Dartmouth North, Dartmouth East and Woodside; while a second program assistant continue to be based in Halifax to provide support to Uniacke Square, Spryfield and Bayers-Westwood/Fairview youth and their families.
9. We recommend that the YAP continue to pursue a plan for sustainability that is financed by all service providers whose mandates are to provide service to at-risk youth and their families.
10. Given the uniqueness of many aspects of the YAP (e.g., the use of para-professionals, the sequential nature of the case work, and the demonstrated positive results to date) we recommend that the program continue its evaluation.
11. Finally, we encourage the YAP, NCPC, and the RRC to continue to work together to disseminate results from this evaluation in different forums in order to make the results accessible to service providers across Canada and internationally.

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Appendix A: YAPST-A

For Office Use Only

Youth:
Youth Worker:

Date of administration:
Referral:

YOUTH ADVOCATE PROGRAM SCREENING TOOL- VERSION A

Please answer the following questions as honestly as you can. There are no wrong answers.

SECTION A:

1. When is your birthday (day, month, and year)? _____
2. Are you a boy or a girl? Boy [1] Girl [2]
3. To which of the following groups do you belong? (Mark or check the one that best describes you).

- [1] Aboriginal or Native (e.g. Innu, Inuit, Métis, Mi'kmaq)
- [2] South Asian (e.g., East Indian, Pakistani, Punjabi, Sri Lankan)
- [3] Southeast Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese)
- [4] Middle Eastern (e.g., Armenian, Egyptian, Iranian, Lebanese)
- [5] Asian (e.g., Chinese, Korean, Japanese)
- [6] Black (e.g., African, Caribbean)
- [7] White
- [8] Filipino
- [9] Latin American (e.g., Mexican, South American, Central American)

[10] Other (please specify): _____

[11] Mixed Race (please list all groups that apply): _____

4. What grade are you in now? _____

5. Who are you living with now?

- [1] Married parents/guardians
- [2] Parents/guardians living together but not married
- [3] A sole/single parent/guardian
- [4] Staff or house parents in a group home
- [5] Foster parents
- [6] Other (please describe) _____

6. If you said you were living with one or more parents for Question 5, is one or more of these people your birth parents?

- [1] Yes
[0] No

7. How many brothers and sisters do you have? _____

8. What language do you speak at home? _____

SECTION B:

To what extent do the statements below describe you?

	Does NOT Describe Me at All				Describes Me A LOT
1. I cooperate with people around me	1	2	3	4	5
2. I aim to finish what I start	1	2	3	4	5
3. People think that I am fun to be with	1	2	3	4	5
4. I am able to solve problems without using drugs and/or alcohol	1	2	3	4	5
5. I am aware of my own strengths	1	2	3	4	5
6. Spiritual beliefs are a source of strength for me	1	2	3	4	5
7. I think it is important to serve my community	1	2	3	4	5
8. I feel supported by my friends	1	2	3	4	5
9. My friends will stand by me during difficult times	1	2	3	4	5
10. I have people I look up to	1	2	3	4	5
11. I know how to behave in different social situations	1	2	3	4	5
12. I am given opportunities to show others that I can act responsibly	1	2	3	4	5
13. I know where to go in my community to get help	1	2	3	4	5
14. I have opportunities to develop skills that will be useful later in life	1	2	3	4	5
15. I am proud of my ethnic background	1	2	3	4	5
16. I am treated fairly in my community	1	2	3	4	5
17. I participate in organized religious activities	1	2	3	4	5
18. I enjoy my community's traditions	1	2	3	4	5
19. I am proud to be a citizen of Canada	1	2	3	4	5

To what extent do the statements below describe you?

	Strongly Disagree	Disagree	Agree	Strongly Agree
20. In general, you are satisfied with yourself	1	2	3	4
21. At times you think you are no good at all	1	2	3	4
22. You feel that you have a number of good qualities	1	2	3	4
23. You can do things as well as most other people	1	2	3	4
24. You feel you do not have much to be proud of	1	2	3	4
25. You feel useless at times	1	2	3	4
26. You feel that you are at least as good as other people	1	2	3	4
27. You wish you could have more respect for yourself	1	2	3	4
28. Sometimes you think of yourself as a bad person	1	2	3	4

To what extent do the statements below describe you?

	Not true	Somewhat true	Certainly true
29. I try to be nice to other people. I care about their feelings	0	1	2
30. I usually share with others, for example CDs, games, food etc.	0	1	2
31. I am helpful if someone is hurt, upset or feeling ill	0	1	2
32. I am kind to younger children	0	1	2
33. I often offer help to others (parents, teachers, peers etc.)	0	1	2
34. I have one or more good friends	0	1	2
35. Other people my age generally like me	0	1	2
36. I would rather be alone than with people of my own age	0	1	2
37. Other young people pick on me or bully me	0	1	2
38. I get along better with adults than with people my own age	0	1	2

SECTION C

To what extent do the statements below describe your situation? When we say "caregiver(s)" we mean the person or people who most often look(s) after you (for example, biological parent(s), foster parent(s), or caregiver(s) from a group home).

	Does NOT Describe My Situation at All				Describes My Situation A LOT
1. My caregiver(s) watch me closely	1	2	3	4	5
2. My caregiver(s) know a lot about me	1	2	3	4	5
3. If I am hungry, there is enough to eat	1	2	3	4	5
4. I talk to my caregiver(s) about how I feel	1	2	3	4	5
5. My caregiver(s) stand(s) by me during difficult times	1	2	3	4	5
6. I feel safe when I am with my caregiver(s)	1	2	3	4	5
7. I enjoy my cultural and family traditions	1	2	3	4	5

How many days a week is your parent/guardian/caregiver at home with you when you do the following things?

	No Days	1 Day	2 Days	3 Days	4 Days	5 Days Or More
8. When you wake up in the morning?	0	1	2	3	4	5
9. When you come home from school?	0	1	2	3	4	5
10. When you go to bed at night?	0	1	2	3	4	5

11. Think of the person that is most like a mother and most like a father to you, that you spend a lot of time with. Are these people your...? Please mark one "X" in *each* column.

	A. My mother figure is my . . .	B. My father figure is my . . .
Biological mother/father	1	1
Adoptive mother/father	2	2
Stepparent, girlfriend/boyfriend or partner of legal guardian	3	3
Foster mother/father	4	4
Another person	5	5
Not applicable	98	98

12. Thinking of the mother and father figures you identified above, how much affection do you receive from each of these people? Please mark one "X" in *each* column.

	A. Mother figure	B. Father figure
A great deal	3	3
Some	2	2
Very little	1	1
None at all	0	0
Not applicable	98	98

13. Overall, how would you describe your relationship with the mother and father figures you identified above?

	A. Mother figure	B. Father figure
Very close	2	2
Somewhat close	1	1
Not very close	0	0
Not applicable	98	98

To what extent do the statements below describe your situation?

	Not at all true	Hardly true	True a lot	Almost always or always true
14. My family knows what I mean when I say something	1	2	3	4
15. My family and I feel the same way about what is right and wrong	1	2	3	4
16. I am able to let others in my family know how I really feel	1	2	3	4
17. My family and I have the same views about being successful	1	2	3	4
18. I'm available when others in my family want to talk to me	1	2	3	4
19. I listen to what other family members have to say, even when I disagree	1	2	3	4
20. Family members ask each other for help	1	2	3	4
21. Family members like to spend free time with each other	1	2	3	4
22. Family members feel very close to each other	1	2	3	4
23. We can easily think of things to do together as a family	1	2	3	4
24. Family members attend church, synagogue, Sunday school, or other religious activities fairly often	1	2	3	4
25. We often talk about the religious meaning of Christmas, Passover, or other holidays	1	2	3	4

SECTION D

To what extent do the sentences below describe your situation at school?

	Does NOT Describe Me at All				Describes Me A LOT
1. Getting an education is important to me	1	2	3	4	5
2. I feel I belong at my school	1	2	3	4	5
3. Teachers at my school who see students hurting each other will do something to stop them	1	2	3	4	5

4. How far do you hope to go in school? (Check only one) I hope to complete ...

- [1] Grade 9
- [2] High school
- [3] College
- [4] A university degree
- [5] More than a university degree
- [6] I don't know
- [7] Other _____

5. During the last 12 months, how many times did you skip a day of school without permission?

- [1] Never
- [2] Once
- [3] A few times a year
- [4] Once a month
- [5] A couple times a month
- [6] Once a week
- [7] A few times a week
- [8] Everyday

6. During the last 12 months, how many times did you get suspended?

- [0] Never
- [1] Once
- [2] Once, for lack of attendance
- [3] A few times a year
- [4] Once a month
- [5] A couple of times a month
- [6] Once a week

7. Have you ever been expelled from school?

- [1] Yes
- [0] No

8. Have you ever failed a grade or been held back a year?

- [1] Yes
- [0] No

9. How would you describe your school?

My school is a bad place to beMy school is a good place to be

1 2 3 4 5

10. How often do you feel that the school work you do is important?

[1] Never [2] Seldom [3] Sometimes [4] Often [5] Almost always

11. How interesting are most of your classes to you?

[1] Very dull [2] Slightly dull [3] Fairly interesting [4] Quite interesting [5] Very interesting

12. How important do you think the things you are learning in school are going to be for your later life?

[1] Not at all important [2] Slightly important [3] Fairly important [4] Quite important [5] Very important

13. Thinking of the teacher you like the most, would you like to be like him or her

[1] In some ways [2] In most ways [3] Not at all

To what extent do the sentences below describe your situation at school?

	Strongly Disagree	Disagree	Agree	Strongly Agree
14. If you needed advice on something other than school work, you would go to one of your teachers	1	2	3	4
15. You feel very close to at least one of your teachers	1	2	3	4
16. You don't care what your teachers think of you	1	2	3	4
17. You have lots of respect for your teachers	1	2	3	4

SECTION E:

Please check all of the services you have had during your entire life. How often did you use each service?

	How often have you used each of these services?	Never	Once in my life	A couple of times	3 times or more
Health Services	1. Public health nurse	0	1	2	3
	2. Family doctor	0	1	2	3
	3. Teen health centre	0	1	2	3
	4. Specialist doctor (someone to whom you were sent by your family doctor for skin problems, allergies, a disease, etc.)	0	1	2	3
	5. Dental hygienist (for teeth cleaning)	0	1	2	3
	6. Dentist	0	1	2	3
	7. Emergency services at a hospital or clinic	0	1	2	3
School	8. Tutor	0	1	2	3
	9. Guidance counselor	0	1	2	3
	10. One-on-one support (teacher's assistant, resource teacher etc)	0	1	2	3
	11. Extra help from a teacher after school	0	1	2	3
	12. Speech pathologist	0	1	2	3
	13. School-based therapist or psychologist	0	1	2	3
Child and Family Services	14. Social worker	0	1	2	3
	15. Foster placement	0	1	2	3
	16. Group home	0	1	2	3
	17. Family resource centre	0	1	2	3
	18. Home care (in home support)	0	1	2	3
	19. Intensive family intervention to deal with family or individual problems	0	1	2	3
	20. Residential treatment	0	1	2	3
	21. Homeless shelter	0	1	2	3
	22. Special recreation program or summer camp	0	1	2	3

	How often have you used each of these services?	Never	Once in my life	A couple of times	3 times or more
Mental Health	23. A Counselor, therapist, psychologist or psychiatrist	0	1	2	3
	24. Group treatment	0	1	2	3
	25. Substance abuse or addictions services	0	1	2	3
	26. Support group (like Alateen for example)	0	1	2	3
	27. Residential treatment program				
	28. Medication (prescribed for depression, anxiety, ADHD etc)	0	1	2	3
	29. Hospital treatment for things like anorexia, anxiety, depression or another mental health problem	0	1	2	3
	30. Out-patient emergency mental health service	0	1	2	3
Corrections	31. Gone to court (when charged)	98			
	32. Been questioned by police	0	1	2	3
	33. Been put in jail	98			
	34. Been on probation	98			
	35. Had to do community service	98			
	36. Alternative measures program or restorative justice	98			
	37. Special community recreation program or camp associated with a corrections program	98			

38. Is there a service that you have used that you really liked? Please tell us here what it is:

39. Overall, how would you rate this service?

- [3] Very helpful
- [2] Somewhat helpful
- [1] Not helpful at all

40. What did you enjoy most about this service?

41. What did you least enjoy about this service?

To what extent do the following statements describe your experiences with this service?

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
42. Overall, I am satisfied with the services I received	1	2	3	4	5
43. I helped choose my services	1	2	3	4	5
44. The people helping me stuck with me	1	2	3	4	5
45. I felt I had someone to talk to when I was in trouble	1	2	3	4	5
46. I had a say in how this service was delivered to me	1	2	3	4	5
47. I received services that were right for me	1	2	3	4	5
48. I could get the service when I needed it	1	2	3	4	5
49. It was easy to get to the service	1	2	3	4	5
50. Staff respected my religious and spiritual beliefs	1	2	3	4	5
51. Staff spoke in a way that I understood	1	2	3	4	5
52. Staff were sensitive to my cultural background	1	2	3	4	5
53. I am now better able to cope when things go wrong	1	2	3	4	5
54. This was the service I needed	1	2	3	4	5
55. There was a service I needed, but I couldn't get	1	2	3	4	5

56. Is there a service that you have used that you really did not like? Please tell us what it is:

57. Overall, how would you rate this service?

- [3] Very helpful
- [2] Somewhat helpful
- [1] Not helpful at all

58. What did you enjoy most about this service?

59. What did you least enjoy about this service?

Thinking about this other service, please indicate the extent to which the following statement describe your experiences with this service.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
60. Overall, I am satisfied with the services I received	1	2	3	4	5
61. I helped choose my services	1	2	3	4	5
62. The people helping me stuck with me	1	2	3	4	5
63. I felt I had someone to talk to when I was in trouble	1	2	3	4	5
64. I had a say over how this service was delivered to me	1	2	3	4	5
65. I received services that were right for me	1	2	3	4	5
66. I could get the service when I needed it	1	2	3	4	5
67. It was easy to get to the service	1	2	3	4	5
68. Staff respected my religious and spiritual beliefs	1	2	3	4	5
69. Staff spoke in a way that I understood	1	2	3	4	5
70. Staff were sensitive to my cultural background	1	2	3	4	5
71. I am now better able to cope when things go wrong	1	2	3	4	5
72. This was the service I needed	1	2	3	4	5
73. There was a service I needed, but couldn't get	1	2	3	4	5

SECTION F:

In the last 6 months, how often have you had these things happen to you?

	Never/No Times	1-3 times	4-10 times	11-26 times	More than 26 times	Do not know
1. Been robbed (iPods, sneakers, cell phones, jackets, etc)	1	2	3	4	5	99
2. Been punched or beaten by another person (no weapon involved)?	1	2	3	4	5	99
3. Been stabbed with a knife?	1	2	3	4	5	99
4. Been threatened with another kind of weapon?	1	2	3	4	5	99
5. Please list weapons:						
6. Been beaten with another kind of weapon?	1	2	3	4	5	99
7. Please list weapons:						
8. Been threatened with a gun?	1	2	3	4	5	99
9. Been shot at?	1	2	3	4	5	99
10. Been kidnapped (taken and held against your will in a place you could not escape from)?	1	2	3	4	5	99
11. Been hurt sexually (Had physical force used on me by another person to hurt me sexually / been sexually assaulted)?	1	2	3	4	5	99

To what extent do you agree with the following statements?

	It's really wrong	It's sort of wrong	It's sort of OK	It's perfectly OK
<i>Suppose a boy says something bad to another boy, John.</i>				
12. Do you think it's OK for John to scream at him?	1	2	3	4
13. Do you think it's OK for John to hit him?	1	2	3	4
<i>Suppose a boy says something bad to a girl.</i>				
14. Do you think it's wrong for the girl to scream at him?	1	2	3	4
15. Do you think it's wrong for the girl to hit him?	1	2	3	4
<i>Suppose a girl says something bad to another girl, Mary.</i>				
16. Do you think it's OK for Mary to scream at her?	1	2	3	4
17. Do you think it's OK for Mary to hit her?	1	2	3	4

	It's really	It's sort of	It's sort of	It's
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	wrong	wrong	OK	perfectly OK
<i>Suppose a girl says something bad to a boy.</i>				
18. Do you think it's wrong for the boy to scream at her?	1	2	3	4
19. Do you think it's wrong for the boy to hit her?	1	2	3	4
<i>Suppose a boy hits another boy, John?</i>				
20. Do you think it's wrong for John to hit him back?	1	2	3	4
<i>Suppose a boy hits a girl.</i>				
21. Do you think it's OK for the girl to hit him back?	1	2	3	4
<i>Suppose a girl hits another girl, Mary.</i>				
22. Do you think it's wrong for Mary to hit her back?	1	2	3	4
<i>Suppose a girl hits a boy.</i>				
23. Do you think it's OK for the boy to hit her back?	1	2	3	4
24. In general, it is wrong to hit other people.	1	2	3	4
25. If you're angry, it is OK to say mean things to other people.	1	2	3	4
26. In general, it is OK to yell at others and say bad things.	1	2	3	4
27. It is usually OK to push or shove other people around if you're mad.	1	2	3	4
28. It is wrong to insult other people.	1	2	3	4
29. It is wrong to take it out on others by saying mean things when you're mad.	1	2	3	4
30. It is generally wrong to get into physical fights with others.	1	2	3	4
31. In general, it is OK to take your anger out on others by using physical force.	1	2	3	4

To what extent do you agree with the following statements?

	Agree	Not sure	Disagree
32. You've got to fight to show people you're not a wimp	1	2	3
33. If someone disrespects me, I have to fight them to get my pride back	1	2	3
34. Carrying a gun makes people feel safe	1	2	3
35. Carrying a gun makes people feel powerful and strong	1	2	3
36. If people are nice to me I'll be nice to them, but if someone stops me from getting what I want, they'll pay for it bad	1	2	3
37. I'd like to have a gun so that people would look up to me	1	2	3
38. It would be exciting to hold a loaded gun in my hand	1	2	3
39. I wish there weren't any guns in my neighborhood	1	2	3

	Agree	Not sure	Disagree
40. I bet it would feel real cool to walk down the street with a gun in my Pocket	1	2	3

41. I'd feel awful inside if someone laughed at me and I didn't fight them	1	2	3
42. It would make me feel really powerful to hold a loaded gun in my hand	1	2	3
43. Most people feel nervous around someone with a gun and they want to get away from that person	1	2	3
44. The people I respect would never go around with a gun because they're against hurting people	1	2	3
45. I think it would be fun to play around with a real gun	1	2	3
46. If someone insults me or my family, it really bothers me, but if I beat them up, that makes me feel better	1	2	3
47. If somebody insults you, and you don't want to be a chump, you have to fight	1	2	3
48. I don't like people who have guns because they might kill someone	1	2	3
49. A kid who doesn't get even with someone who makes fun of him is a sucker	1	2	3
50. Belonging to a gang makes kids feel safe because they've got people to back them up	1	2	3
51. If I acted the way teachers think I should out on the street, people would think I was weak and I'd get pushed around	1	2	3
52. I wish everyone would get rid of all their guns	1	2	3
53. I don't like being around people with guns because someone could end up getting hurt	1	2	3
54. Kids in gangs feel like they're part of something powerful	1	2	3

To what extent do the following statements describe you?

	Not true for me	True for me
55. I think you are safer, and have protection, if you join a gang	0	1
56. I will probably join a gang	0	1
57. Some of my friends at school belong to gangs	0	1
58. I think it's cool to be in a gang	0	1
59. My friends would think less of me if I joined a gang	0	1
60. I believe it is dangerous to join a gang; you will probably end up getting hurt or killed if you belong to a gang	0	1
61. I think being in a gang makes it more likely that you will get into trouble	0	1
62. Some people in my family belong to a gang, or used to belong to a gang	0	1
63. I belong to a gang	0	1

SECTION G:

How many times in the past year have you done the following things?

	Never	1 Time	2 Times	3-4 Times	5 Or More Times
1. Stolen something from a store	0	1	2	3	4
2. Got into trouble with the police	0	1	2	3	4
3. Hit or beat up someone	0	1	2	3	4
4. Damaged property (such as breaking windows, scratching a car, putting paint on walls, etc)	0	1	2	3	4
5. Carried a weapon (such as a gun, knife, club, etc)	0	1	2	3	4
6.	98				
7.	98				

How many times in the past year have you done the following things?

	Never	Once or twice	Occasionally	Regularly
8. Smoked cigarettes	0	1	2	3
9. Used chewing tobacco or snuff	0	1	2	3
10. Drank beer, wine, wine coolers or hard liquor	0	1	2	3
11. Sniffed glues, sprays or gasses	0	1	2	3
12. Used marijuana (grass, pot) or hashish (hash, hash oil)	0	1	2	3
13. Used any other drug, such as ecstasy, speed, heroin, crack or cocaine	0	1	2	3
14. Taken steroid pills or shots/needles without a doctor's prescription	0	1	2	3

To what extent do the following statements describe you?

	Never	Seldom	Sometimes	Often	Always
15. I have a hard time sitting still	1	2	3	4	5
16. I start things but have a hard time finishing them	1	2	3	4	5
17. I do things without thinking	1	2	3	4	5
18. I need to use a lot of self-control to keep out of trouble	1	2	3	4	5

To what extent do the statements below DESCRIBE YOU?

	Not true	Somewhat true	Certainly true
19. I get very angry and often lose my temper	0	1	2
20. I usually do as I am told	0	1	2
21. I fight a lot	0	1	2
22. I am often accused of lying or cheating	0	1	2
23. I take things that are not mine from home, school, or elsewhere	0	1	2

How many times have you done the following things in the past 6 months?

	Never	I've done it once, but not in the past year	Less than once a month	About once a month	2-3 times a month	Once a week or more
24. Done what feels good no matter what	1	2	3	4	5	6
25. Done something dangerous because someone dared you to do it	1	2	3	4	5	6
26. Done crazy things even if they are a little dangerous	1	2	3	4	5	6

To what extent do the following statements describe you?

	No!	no	yes	Yes!
27. I like to test myself every now and then by doing something a little risky	1	2	3	4
28. Sometimes I will take a risk just for the fun of it	1	2	3	4
29. I sometimes find it exciting to do things for which I might get in trouble	1	2	3	4
30. Excitement and adventure are more important to me than being safe	1	2	3	4
31. I think sometimes it's okay to cheat at school	1	2	3	4

SECTION H:

What programs or activities do you participate in after school or on the weekends? For example, Boys and Girls Club, a theatre group, music, sports such as soccer, basketball, or skateboarding.

Programs or activities	How often do you do each of these?					
	A few times a year	Once a month	A couple of times a month	Once a week	A few times a week	Everyday
1. _____	1	2	3	4	5	6
2. _____	1	2	3	4	5	6
3. _____	1	2	3	4	5	6

Appendix B: YAPST-B

For Office Use Only

Youth:
Youth Worker:

Date of administration:
Referral:

YOUTH ADVOCATE PROGRAM SCREENING TOOL- VERSION B

Please answer the following questions as honestly as you can. There are no wrong answers.

SECTION A:

4. When is your birthday (day, month, and year)? _____

5. Are you a boy or a girl? Boy [1] Girl [2]

6. To which of the following groups do you belong? (Mark or check the one that best describes you).

- [1] Aboriginal or Native (e.g. Innu, Inuit, Métis, Mi'kmaq)
- [2] South Asian (e.g., East Indian, Pakistani, Punjabi, Sri Lankan)
- [3] Southeast Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese)
- [4] Middle Eastern (e.g., Armenian, Egyptian, Iranian, Lebanese)
- [5] Asian (e.g., Chinese, Korean, Japanese)
- [6] Black (e.g., African, Caribbean)
- [7] White
- [8] Filipino
- [9] Latin American (e.g., Mexican, South American, Central American)
- [10] Other (please specify): _____
- [11] Mixed Race (please list all groups that apply): _____

4. What grade are you in now? _____

5. Who are you living with now?

- [1] Married parents/guardians
- [2] Parents/guardians living together but not married
- [3] A sole/single parent/guardian
- [4] Staff or house parents in a group home
- [5] Foster parents
- [6] Other (please describe) _____

6. If you said you were living with one or more parents for Question 5, is one or more of these people your birth parents?

- [1] Yes
[0] No

7. How many brothers and sisters do you have? _____

8. What language do you speak at home? _____

9. Do you have a boyfriend or a girlfriend?

- [1] Yes
[0] No

SECTION B:

To what extent do the statements below describe you?

	Does NOT Describe Me at All				Describes Me A LOT
1. I cooperate with people around me	1	2	3	4	5
2. I aim to finish what I start	1	2	3	4	5
3. People think that I am fun to be with	1	2	3	4	5
4. I am able to solve problems without using drugs and/or alcohol	1	2	3	4	5
5. I am aware of my own strengths	1	2	3	4	5
6. Spiritual beliefs are a source of strength for me	1	2	3	4	5
7. I think it is important to serve my community	1	2	3	4	5
8. I feel supported by my friends	1	2	3	4	5
9. My friends will stand by me during difficult times	1	2	3	4	5
10. I have people I look up to	1	2	3	4	5
11. I know how to behave in different social situations	1	2	3	4	5
12. I am given opportunities to show others that I can act responsibly	1	2	3	4	5
13. I know where to go in my community to get help	1	2	3	4	5
14. I have opportunities to develop skills that will be useful later in life	1	2	3	4	5
15. I am proud of my ethnic background	1	2	3	4	5
16. I am treated fairly in my community	1	2	3	4	5
17. I participate in organized religious activities	1	2	3	4	5
18. I enjoy my community's traditions	1	2	3	4	5
19. I am proud to be a citizen of Canada	1	2	3	4	5

To what extent do the statements below describe you?

	Strongly Disagree	Disagree	Agree	Strongly Agree
20. In general, you are satisfied with yourself	1	2	3	4
21. At times you think you are no good at all	1	2	3	4
22. You feel that you have a number of good qualities	1	2	3	4
23. You can do things as well as most other people	1	2	3	4
24. You feel you do not have much to be proud of	1	2	3	4
25. You feel useless at times	1	2	3	4
26. You feel that you are at least as good as other people	1	2	3	4
27. You wish you could have more respect for yourself	1	2	3	4
28. Sometimes you think of yourself as a bad person	1	2	3	4

To what extent do the statements below describe you?

	Not true	Somewhat true	Certainly true
29. I try to be nice to other people. I care about their feelings	0	1	2
30. I usually share with others, for example CDs, games, food etc.	0	1	2
31. I am helpful if someone is hurt, upset or feeling ill	0	1	2
32. I am kind to younger children	0	1	2
33. I often offer help to others (parents, teachers, peers etc.)	0	1	2
34. I have one or more good friends	0	1	2
35. Other people my age generally like me	0	1	2
36. I would rather be alone than with people of my own age	0	1	2
37. Other young people pick on me or bully me	0	1	2
38. I get along better with adults than with people my own age	0	1	2

SECTION C:

To what extent do the statements below describe your situation? When we say “caregiver(s)” we mean the person or people who most often look(s) after you (for example, biological parent(s), foster parent(s), or caregiver(s) from a group home).

	Does NOT Describe My Situation at All				Describes My Situation A LOT
1. My caregiver(s) watch me closely	1	2	3	4	5
2. My caregiver(s) know a lot about me	1	2	3	4	5
3. If I am hungry, there is enough to eat	1	2	3	4	5
4. I talk to my caregiver(s) about how I feel	1	2	3	4	5
5. My caregiver(s) stand(s) by me during difficult times	1	2	3	4	5
6. I feel safe when I am with my caregiver(s)	1	2	3	4	5
7. I enjoy my cultural and family traditions	1	2	3	4	5

How many days a week is your parent/guardian/caregiver at home with you when you do the following things?

	No Days	1 Day	2 Days	3 Days	4 Days	5 Days Or More
8. You wake up in the morning?	0	1	2	3	4	5
9. You come home from school?	0	1	2	3	4	5
10. Go to bed at night?	0	1	2	3	4	5

11. Think of the person that is most like a mother and most like a father to you, that you spend a lot of time with. Are these people your...? Please mark one “X” in <i>each</i> column.		
	A. My mother figure is my . . .	B. My father figure is my . . .
Biological mother/father	1	1
Adoptive mother/father	2	2
Stepparent, girlfriend/boyfriend or partner of legal guardian	3	3
Foster mother/father	4	4
Another person	5	5
Not applicable	98	98

12. Thinking of the mother and father figures you identified above, how much affection do you receive from each of these people? Please mark one "X" in <i>each</i> column.		
	A. Mother figure	B. Father figure
A great deal	3	3
Some	2	2
Very little	1	1
None at all	0	0
Not applicable	98	98

13. Overall, how would you describe your relationship with the mother and father figures you identified above?		
	A. Mother figure	B. Father figure
Very close	2	2
Somewhat close	1	1
Not very close	0	0
Not applicable	98	98

To what extent do the statements below describe your situation?

	Not at all true	Hardly true	True a lot	Almost always or always true
14. My family knows what I mean when I say something	1	2	3	4
15. My family and I feel the same way about what is right and wrong	1	2	3	4
16. I am able to let others in my family know how I really feel	1	2	3	4
17. My family and I have the same views about being successful	1	2	3	4
18. I'm available when others in my family want to talk to me	1	2	3	4
19. I listen to what other family members have to say, even when I disagree	1	2	3	4
20. Family members ask each other for help	1	2	3	4
21. Family members like to spend free time with each other	1	2	3	4
22. Family members feel very close to each other	1	2	3	4
23. We can easily think of things to do together as a family	1	2	3	4
24. Family members attend church, synagogue, Sunday school, or other religious activities fairly often	1	2	3	4
25. We often talk about the religious meaning of Christmas, Passover, or other holidays	1	2	3	4

SECTION D:

To what extent do the sentences below describe your situation at school?

	Does NOT Describe Me at All				Describes Me A LOT
1. Getting an education is important to me	1	2	3	4	5
2. I feel I belong at my school	1	2	3	4	5
3. Teachers at my school who see students hurting each other will do something to stop them	1	2	3	4	5

4. How far do you hope to go in school? (Check only one) I hope to complete ...

- [1] Grade 9
- [2] High school
- [3] College
- [4] A university degree
- [5] More than a university degree
- [6] I don't know
- [7] Other _____

5. During the last 12 months (or the last full school year you attended), how many times did you skip a day of school without permission?

- [1] Never
- [2] Once
- [3] A few times a year
- [4] Once a month
- [5] A couple times a month
- [6] Once a week
- [7] A few times a week
- [8] Everyday

6. During the last 12 months (or during the last full school year you attended), how many times did you get suspended?

- [0] Never
- [1] Once
- [2] Once, for lack of attendance
- [3] A few times a year
- [4] Once a month
- [5] A couple of times a month
- [6] Once a week

7. Have you ever been expelled from school?

- [1] Yes
[0] No

8. Have you ever failed a grade or been held back a year?

- [1] Yes
[0] No

9. How would you describe your school?

My school is a bad place to be

My school is a good place to be

1 2 3 4 5

10. How often do you feel that the school work you do is important?

- [1] Never [2] Seldom [3] Sometimes [4] Often [5] Almost always

11. How interesting are most of your classes to you?

- [1] Very dull [2] Slightly dull [3] Fairly interesting [4] Quite interesting [5] Very interesting

12. How important do you think the things you are learning in school are going to be for your later life?

- [1] Not at all important [2] Slightly important [3] Fairly important [4] Quite important [5] Very important

13. Thinking of the teacher you like the most, would you like to be like him or her

- [1] In some ways [2] In most ways [3] Not at all

To what extent do the sentences below describe your situation at school?

	Strongly Disagree	Disagree	Agree	Strongly Agree
14. If you needed advice on something other than school work, you would go to one of your teachers	1	2	3	4
15. You feel very close to at least one of your teachers	1	2	3	4
16. You don't care what your teachers think of you	1	2	3	4
17. You have lots of respect for your teachers	1	2	3	4

SECTION E:

Please check all of the services you have had during your entire life. How often did you use each service? Are there other services you have used that are not listed here? Please list these and indicate how often you have used them.

	How often have you used each of these services?	Never	Once in my life	A couple of times	3 times or more
Health Services	1. Public health nurse	0	1	2	3
	2. Family doctor	0	1	2	3
	3. Teen health centre	0	1	2	3
	4. Specialist doctor (someone to whom you were sent by your family doctor for skin problems, allergies, a disease, etc.)	0	1	2	3
	5. Dental hygienist (for teeth cleaning)	0	1	2	3
	6. Dentist	0	1	2	3
	7. Emergency services at a hospital or clinic	0	1	2	3
School	8. Tutor	0	1	2	3
	9. Guidance counselor	0	1	2	3
	10. One-on-one support (teacher's assistant, resource teacher etc)	0	1	2	3
	11. Extra help from a teacher after school	0	1	2	3
	12. Speech pathologist	0	1	2	3
	13. School-based therapist or psychologist	0	1	2	3
Child and Family Services	14. Social worker	0	1	2	3
	15. Foster placement	0	1	2	3
	16. Group home	0	1	2	3
	17. Family resource centre	0	1	2	3
	18. Home care (in home support)	0	1	2	3
	19. Intensive family intervention to deal with family or individual problems	0	1	2	3
	20. Residential treatment	0	1	2	3
	21. Homeless shelter	0	1	2	3
22. Special recreation program or summer camp	0	1	2	3	
Mental Health	23. A Counselor, therapist, psychologist or psychiatrist	0	1	2	3
	24. Group treatment	0	1	2	3
	25. Substance abuse or addictions services	0	1	2	3
	26. Support group (like Alateen for example)	0	1	2	3
	27. Residential treatment program	0	1	2	3
	28. Medication (prescribed for depression, anxiety, ADHD etc)	0	1	2	3
	29. Hospital treatment for things like anorexia, anxiety, depression or another mental health problem	0	1	2	3
	30. Out-patient emergency mental health service	0	1	2	3

Corrections	31. Gone to court (when charged)	0	1	2	3
	32. Been questioned by police	0	1	2	3
	33. Been put in jail	0	1	2	3
	34. Been on probation	0	1	2	3
	35. Had to do community service	0	1	2	3
	36. Alternative measures program or restorative justice	0	1	2	3
	37. Special community recreation program or camp associated with a corrections program	0	1	2	3

38. Is there a service that you have used that you really liked? Please tell us here what it is:

39. Overall, how would you rate this service?

- [3] Very helpful
- [2] Somewhat helpful
- [1] Not helpful at all

40. What did you enjoy most about this service?

41. What did you least enjoy about this service?

To what extent do the following statements describe your experiences with this service?

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
42. Overall, I am satisfied with the services I received	1	2	3	4	5
43. I helped choose my services	1	2	3	4	5
44. The people helping me stuck with me	1	2	3	4	5
45. I felt I had someone to talk to when I was in trouble	1	2	3	4	5

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
46. I had a say in how this service was delivered to me	1	2	3	4	5
47. I received services that were right for me	1	2	3	4	5
48. I could get the service when I needed it	1	2	3	4	5
49. It was easy to get the service	1	2	3	4	5
50. Staff respected my religious and spiritual beliefs	1	2	3	4	5
51. Staff spoke in a way that I understood	1	2	3	4	5
52. Staff were sensitive to my cultural background	1	2	3	4	5
53. I am now better able to cope when things go wrong	1	2	3	4	5
54. This was the service I needed	1	2	3	4	5
55. There was a service I needed, but I couldn't get	1	2	3	4	5

56. Is there a service that you have used that you really did not like? Please tell us what it is:

57. Overall, how would you rate this service?

- [3] Very helpful
- [2] Somewhat helpful
- [1] Not helpful at all

58. What did you enjoy most about this service?

59. What did you least enjoy about this service?

Thinking about this other service, please indicate the extent to which the following statement describe your experiences with this service.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
60. Overall, I am satisfied with the services I received	1	2	3	4	5
61. I helped choose my services	1	2	3	4	5
62. The people helping me stuck with me	1	2	3	4	5
63. I felt I had someone to talk to when I was in trouble	1	2	3	4	5
64. I had a say in how this service was delivered to me	1	2	3	4	5
65. I received services that were right for me	1	2	3	4	5
66. I could get the service when I needed it	1	2	3	4	5
67. It was easy to get the service	1	2	3	4	5
68. Staff respected my religious and spiritual beliefs	1	2	3	4	5
69. Staff spoke in a way that I understood	1	2	3	4	5
70. Staff were sensitive to my cultural background	1	2	3	4	5
71. I am now better able to cope when things go wrong	1	2	3	4	5
72. This was the service I needed	1	2	3	4	5
73. There was a service I needed, but couldn't get	1	2	3	4	5

SECTION F:

In the last 6 months, how often have you had these things happen to you?

	Never/No Times	1-3 times	4-10 times	11-26 times	More than 26 times	Do not know
1. Been robbed (iPods, sneakers, cell phones, jackets, etc)	1	2	3	4	5	99
2. Been punched or beaten by another person (no weapon involved)?	1	2	3	4	5	99
3. Been stabbed with a knife?	1	2	3	4	5	99
4. Been threatened with another kind of weapon?	1	2	3	4	5	99
5. Please list weapons:						
6. Been beaten with another kind of weapon?	1	2	3	4	5	99
7. Please list weapons:						
8. Been threatened with a gun?	1	2	3	4	5	99
9. Been shot at?	1	2	3	4	5	99
10. Been kidnapped (taken and held against your will in a place you could not escape from)?	1	2	3	4	5	99
11. Been hurt sexually (Had physical force used on me by another person to hurt me sexually / been sexually assaulted)?	1	2	3	4	5	99

To what extent do you agree with the following statements?

	It's really wrong	It's sort of wrong	It's sort of OK	It's perfectly OK
<i>Suppose a boy says something bad to another boy, John.</i>				
12. Do you think it's OK for John to scream at him?	1	2	3	4
13. Do you think it's OK for John to hit him?	1	2	3	4
<i>Suppose a boy says something bad to a girl.</i>				
14. Do you think it's wrong for the girl to scream at him?	1	2	3	4
15. Do you think it's wrong for the girl to hit him?	1	2	3	4
<i>Suppose a girl says something bad to another girl, Mary.</i>				
16. Do you think it's OK for Mary to scream at her?	1	2	3	4
17. Do you think it's OK for Mary to hit her?	1	2	3	4
<i>Suppose a girl says something bad to a boy.</i>				
18. Do you think it's wrong for the boy to scream at her?	1	2	3	4
19. Do you think it's wrong for the boy to hit her?	1	2	3	4
<i>Suppose a boy hits another boy, John?</i>				
20. Do you think it's wrong for John to hit him back?	1	2	3	4
<i>Suppose a boy hits a girl.</i>				
21. Do you think it's OK for the girl to hit him back?	1	2	3	4
<i>Suppose a girl hits another girl, Mary.</i>				
22. Do you think it's wrong for Mary to hit her back?	1	2	3	4
<i>Suppose a girl hits a boy.</i>				
23. Do you think it's OK for the boy to hit her back?	1	2	3	4
24. In general, it is wrong to hit other people.	1	2	3	4
25. If you're angry, it is OK to say mean things to other people.	1	2	3	4
26. In general, it is OK to yell at others and say bad things.	1	2	3	4
27. It is usually OK to push or shove other people around if you're mad.	1	2	3	4
28. It is wrong to insult other people.	1	2	3	4
29. It is wrong to take it out on others by saying mean things when you're mad.	1	2	3	4
30. It is generally wrong to get into physical fights with others.	1	2	3	4
31. In general, it is OK to take your anger out on others by using physical force.	1	2	3	4

To what extent do you agree with the following statements?

	Agree	Not sure	Disagree
32. You've got to fight to show people you're not a wimp	1	2	3
33. If someone disrespects me, I have to fight them to get my pride back	1	2	3
34. Carrying a gun makes people feel safe	1	2	3
35. Carrying a gun makes people feel powerful and strong	1	2	3
36. If people are nice to me I'll be nice to them, but if someone stops me from getting what I want, they'll pay for it bad	1	2	3
37. I'd like to have a gun so that people would look up to me	1	2	3
38. It would be exciting to hold a loaded gun in my hand	1	2	3
39. I wish there weren't any guns in my neighborhood	1	2	3
40. I bet it would feel real cool to walk down the street with a gun in my pocket	1	2	3
41. I'd feel awful inside if someone laughed at me and I didn't fight them	1	2	3
42. It would make me feel really powerful to hold a loaded gun in my hand	1	2	3
43. Most people feel nervous around someone with a gun and they want to get away from that person	1	2	3
44. The people I respect would never go around with a gun because they're against hurting people	1	2	3
45. I think it would be fun to play around with a real gun	1	2	3
46. If someone insults me or my family, it really bothers me, but if I beat them up, that makes me feel better	1	2	3
47. If somebody insults you, and you don't want to be a chump, you have to fight	1	2	3
48. I don't like people who have guns because they might kill someone	1	2	3
49. A kid who doesn't get even with someone who makes fun of him is a sucker	1	2	3
50. Belonging to a gang makes kids feel safe because they've got people to back them up	1	2	3
51. If I acted the way teachers think I should out on the street, people would think I was weak and I'd get pushed around	1	2	3
52. I wish everyone would get rid of all their guns	1	2	3
53. I don't like being around people with guns because someone could end up getting hurt	1	2	3
54. Kids in gangs feel like they're part of something powerful	1	2	3

To what extent do the following statements describe you?

	Not true for me	True for me
55. I think you are safer, and have protection, if you join a gang	0	1
56. I will probably join a gang	0	1
57. Some of my friends at school belong to gangs	0	1
58. I think it's cool to be in a gang	0	1
59. My friends would think less of me if I joined a gang	0	1
60. I believe it is dangerous to join a gang; you will probably end up getting hurt or killed if you belong to a gang	0	1
61. I think being in a gang makes it more likely that you will get into trouble	0	1
62. Some people in my family belong to a gang, or used to belong to a gang	0	1
63. I belong to a gang	0	1

SECTION G:

How many times in the past year have you done the following things?

	Never	1 Time	2 Times	3-4 Times	5 Or More Times
1. Stolen something from a store	0	1	2	3	4
2. Got into trouble with the police	0	1	2	3	4
3. Hit or beat up someone	0	1	2	3	4
4. Damaged property (such as breaking windows, scratching a car, putting paint on walls, etc)	0	1	2	3	4
5. Carried a weapon (such as a gun, knife, club, etc)	0	1	2	3	4
6. Had sexual intercourse	0	1	2	3	4
7. Had unprotected sexual intercourse	0	1	2	3	4

How many times in the past year have you done the following things?

	Never	Once or twice	Occasionally	Regularly
8. Smoked cigarettes	0	1	2	3
9. Used chewing tobacco or snuff	0	1	2	3
10. Drank beer, wine, wine coolers or hard liquor	0	1	2	3
11. Sniffed glues, sprays or gasses	0	1	2	3
12. Used marijuana (grass, pot) or hashish (hash, hash oil)	0	1	2	3
13. Used any other drug, such as ecstasy, speed, heroin, crack or cocaine	0	1	2	3
14. Taken steroid pills or shots/needles without a doctor's prescription	0	1	2	3

To what extent do the following statements describe you?

	Never	Seldom	Sometimes	Often	Always
15. I have a hard time sitting still	1	2	3	4	5
16. I start things but have a hard time finishing them	1	2	3	4	5
17. I do things without thinking	1	2	3	4	5
18. I need to use a lot of self-control to keep out of trouble	1	2	3	4	5

To what extent do the statements below DESCRIBE YOU?

	Not true	Somewhat true	Certainly true
19. I get very angry and often lose my temper	0	1	2
20. I usually do as I am told	0	1	2
21. I fight a lot	0	1	2
22. I am often accused of lying or cheating	0	1	2
23. I take things that are not mine from home, school, or elsewhere	0	1	2

How many times have you done the following things in the past 6 months?

	Never	I've done it once, but not in the past year	Less than once a month	About once a month	2-3 times a month	Once a week or more
24. Done what feels good no matter what	1	2	3	4	5	6
25. Done something dangerous because someone dared you to do it	1	2	3	4	5	6
26. Done crazy things even if they are a little dangerous	1	2	3	4	5	6

To what extent do the following statements describe you?

	No!	no	yes	Yes!
27. I like to test myself every now and then by doing something a little risky	1	2	3	4
28. Sometimes I will take a risk just for the fun of it	1	2	3	4
29. I sometimes find it exciting to do things for which I might get in trouble	1	2	3	4
30. Excitement and adventure are more important to me than feeling safe	1	2	3	4
31. I think sometimes it's okay to cheat at school	1	2	3	4

SECTION H:

What programs or activities do you participate in after school or on the weekends? For example, Boys and Girls Club, a theatre group, music, sports such as soccer, basketball, or skateboarding.

Programs or activities	How often do you do each of these?					
	A few times a year	Once a month	A couple of times a month	Once a week	A few times a week	Everyday
1. _____	1	2	3	4	5	6
2. _____	1	2	3	4	5	6
3. _____	1	2	3	4	5	6

Appendix C: YAPST-PMK

For Office Use Only

Youth:
Youth Worker:

Date of administration:
Referral:

YOUTH ADVOCATE PROGRAM SCREENING TOOL - PMK

Please answer the following questions as honestly as you can and to the best of your knowledge.
There are no wrong answers.

SECTION A:

To what extent do the statements below describe the youth?

	Does NOT Describe Youth at All				Describes Youth A LOT
1. The youth cooperates with people around him/her	1	2	3	4	5
2. The youth aims to finish what he/she starts	1	2	3	4	5
3. People think the youth is fun to be with	1	2	3	4	5
4. The youth is able to solve problems without using illegal drugs and/or alcohol.	1	2	3	4	5
5. The youth is aware of his/her own strengths	1	2	3	4	5
6. Spiritual beliefs are a source of strength for the youth	1	2	3	4	5
7. The youth thinks it is important to serve his/her community	1	2	3	4	5
8. The youth feels supported by his/her friends	1	2	3	4	5
9. The youth's friends stand by him/her during difficult times	1	2	3	4	5
10. The youth has people he/she looks up to	1	2	3	4	5
11. The youth knows how to behave in different social situations	1	2	3	4	5
12. The youth is given opportunities to show others that he/she can act responsibly	1	2	3	4	5
13. The youth knows where to go in his/her community to get help	1	2	3	4	5
14. The youth has opportunities to develop job skills that will be useful later in life	1	2	3	4	5
15. The youth is proud of his/her ethnic background	1	2	3	4	5
16. The youth is treated fairly in his/her community	1	2	3	4	5
17. The youth participates in organized religious activities	1	2	3	4	5
18. The youth enjoys his/her community's traditions	1	2	3	4	5
19. The youth is proud to be Canadian	1	2	3	4	5

To what extent do the statements below describe the youth?

	Strongly Disagree	Disagree	Agree	Strongly Agree
20. In general, the youth is satisfied with him/herself	1	2	3	4
21. At times the youth thinks he/she is no good at all	1	2	3	4
22. The youth feels that he/she has a number of good qualities	1	2	3	4
23. The youth can do things as well as most other people	1	2	3	4
24. The youth feels he/she does not have much to be proud of	1	2	3	4
25. The youth feels useless at times	1	2	3	4
26. The youth feels that he/she is at least as good as other people	1	2	3	4
27. The youth wishes he/she could have more self-respect	1	2	3	4
28. Sometimes the youth thinks of him/herself as a bad person	1	2	3	4

To what extent do the statements below describe the youth?

	Not true	Somewhat true	Certainly true
29. The youth tries to be nice to other people. He/she cares about their feelings	0	1	2
30. The youth shares with others, for example CDs, games, food etc	0	1	2
31. The youth is helpful if someone is hurt, upset or feeling ill	0	1	2
32. The youth is kind to younger children/youth	0	1	2
33. The youth offers help to others (parents, teachers, peers etc.)	0	1	2
34. The youth has one or more good friends	0	1	2
35. Other people his/her age generally like the youth	0	1	2
36. The youth would rather be alone than with people of his/her age	0	1	2
37. Other young people pick on the youth or bully him/her	0	1	2
38. The youth gets along better with adults than with people his/her own age	0	1	2

SECTION B:

To what extent do the statements below describe the youth's situation? When we say "caregiver(s)" we mean the person or people who most often look(s) after the youth.

	Does NOT Describe Youth's Situation at All				Describes Youth's Situation A LOT
1. The youth's caregiver(s) watch him/her closely	1	2	3	4	5
2. The youth's caregiver(s) know a lot about him/her	1	2	3	4	5
3. The youth eats enough most days	1	2	3	4	5
4. The youth talks to his/her caregiver(s) about how he/she feels	1	2	3	4	5
5. The youth's caregiver(s) will stand by him/her during difficult times	1	2	3	4	5
6. The youth feels safe when he/she is with his/her caregiver(s)	1	2	3	4	5
7. The youth enjoys his/her caregiver's cultural and family traditions	1	2	3	4	5

8. Think of the person that is most like a mother and most like a father to the youth. Someone the youth spends a lot of time with. Is this person the youth's ... Please mark one "X" in <i>each</i> column.		
	A. The youth's mother figure is his/her. . .	B. The youth's father figure is his/her. . .
Biological mother/father	1	1
Adoptive mother/father	2	2
Stepparent, girlfriend/boyfriend or partner of legal guardian	3	3
Foster mother/father	4	4
Another person	5	5
Not applicable	98	98

9. Thinking of the mother and father figures you identified above, how much affection does the youth receive from each of these people? Please mark one "X" in <i>each</i> column.		
	A. Mother figure	B. Father figure
A great deal	3	3
Some	2	2
Very little	1	1
None at all	0	0
Not applicable	98	98

10. Overall, how would you describe the youth's relationship with the mother and father figures you identified above? Please mark one "X" in <i>each</i> column.		
	A. Mother figure	B. Father figure
Very close	2	2
Somewhat close	1	1
Not very close	0	0
Not applicable	98	98

To what extent do the statements below describe the youth's situation?

	Not at all true	Hardly true	True a lot	Almost always or always true
11. The youth's family knows what he/she means when he/she says something	1	2	3	4
12. The youth's family has the same views as the youth about what is right and wrong	1	2	3	4
13. The youth is able to let others in his/her family know how he/she is really feeling	1	2	3	4
14. The youth's family has the same views as the youth about being successful	1	2	3	4
15. The youth is available when others in his/her family want to talk to him/her	1	2	3	4
16. The youth listens to what other family members have to say, even when he/she disagrees	1	2	3	4
17. Family members ask each other for help	1	2	3	4
18. Family members like to spend free time with each other	1	2	3	4
19. Family members feel very close to each other	1	2	3	4
20. We can easily think of things to do together as a family	1	2	3	4
21. Family members attend church, synagogue, Sunday school, or other religious activities fairly often	1	2	3	4
22. We often talk about the religious meaning of Christmas, Passover, or other holidays	1	2	3	4

SECTION C:

To what extent do the statements below describe the youth's situation at school?

	Does NOT Describe Youth at All				Describes Youth A LOT
1. Getting an education is important to the youth	1	2	3	4	5
2. The youth feels felt that he/she belongs at his/her school	1	2	3	4	5
3. Teachers at the youth's school who see students hurting each other will do something to stop them	1	2	3	4	5

4. How far does the youth hope to go in school? The youth hopes to complete:

- [1] Grade 9
- [2] High school
- [3] College
- [4] A university degree
- [5] More than a university degree
- [6] I don't know
- [7] Other _____

5. During the last 12 months (or during the last full school year the youth attended), how many times did the youth skip a day of school without permission?

- [1] Never
- [2] Once
- [3] A few times a year
- [4] Once a month
- [5] A couple times a month
- [6] Once a week
- [7] A few times a week
- [8] Everyday

6. During the last 12 months (or during the last full school year you attended), how many times was the youth suspended?

- [0] Never
- [1] Once
- [2] Once, for lack of attendance
- [3] A few times a year
- [4] Once a month
- [5] A couple of times a month
- [6] Once a week

7. How would you describe the youth's school (or the last school he/she attended)?

The youth's school is/was a bad place to beThe youth's school is/was a good place

1 2 3 4 5

To what extent do the sentences below describe the youth's situation at school

	Strongly Disagree	Disagree	Agree	Strongly Agree
8. If the youth needed advice on something other than school work, he/she would go to one of his/her teachers	1	2	3	4
9. The youth feels very close to at least one of his/her teachers	1	2	3	4
10. The youth doesn't care what his/her teachers think of him/her	1	2	3	4
11. The youth has lots of respect for his/her teachers	1	2	3	4

SECTION D:

Please check all of the services the youth has had during his/her entire life. How often did the youth use each service?

	How often has the youth used each of these services?	Never	Once in his/her life	A couple of times	3 times or more
Health Services	1. Public health nurse	0	1	2	3
	2. Family doctor	0	1	2	3
	3. Teen health centre	0	1	2	3
	4. Specialist doctor (someone to whom you were sent by your family doctor for skin problems, allergies, a disease, etc.)	0	1	2	3
	5. Dental hygienist (for teeth cleaning)	0	1	2	3
	6. Dentist	0	1	2	3
	7. Emergency services at a hospital or clinic	0	1	2	3
School	8. Tutor	0	1	2	3
	9. Guidance counselor	0	1	2	3
	10. One-on-one support (teacher's assistant, resource teacher etc)	0	1	2	3
	11. Extra help from a teacher after school	0	1	2	3
	12. Speech pathologist	0	1	2	3
	13. School-based therapist or psychologist	0	1	2	3

	How often has the youth used each of these services?	Never	Once in his/her life	A couple of times	3 times or more
Child and Family Services	14. Social worker	0	1	2	3
	15. Foster placement	0	1	2	3
	16. Group home	0	1	2	3
	17. Family resource centre	0	1	2	3
	18. Home care (in home support)	0	1	2	3
	19. Intensive family intervention to deal with family or individual problems	0	1	2	3
	20. Residential treatment	0	1	2	3
	21. Homeless shelter	0	1	2	3
	22. Special recreation program or summer camp	0	1	2	3
Mental Health	23. A Counselor, therapist, psychologist or psychiatrist	0	1	2	3
	24. Group treatment	0	1	2	3
	25. Substance abuse or addictions services	0	1	2	3
	26. Support group (like Alateen for example)	0	1	2	3
	27. Medication (prescribed for depression, anxiety, ADHD etc)	0	1	2	3
	28. Hospital treatment for things like anorexia, anxiety, depression or another mental health problem	0	1	2	3
	29. Out-patient emergency mental health service	0	1	2	3
Corrections	30. Gone to court (when charged)	0	1	2	3
	31. Been questioned by police	0	1	2	3
	32. Been put in jail	0	1	2	3
	33. Been on probation	0	1	2	3
	34. Had to do community service	0	1	2	3
	35. Alternative measures program or restorative justice	0	1	2	3
	36. Special community recreation program or camp associated with a corrections program	0	1	2	3

37. Is there a service that you feel has been really helpful to the youth? Please tell us what it was:

38. What was most helpful about this service?

39. What was least helpful about this service?

To what extent do the following statements best describes the youth's experience with this service?

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
40. Overall, the youth is satisfied with the services he/she received	1	2	3	4	5
41. The youth helped choose his/her services	1	2	3	4	5
42. The people helping the youth stuck with him/her	1	2	3	4	5
43. The youth felt he/she had someone to talk to when he/she was in trouble	1	2	3	4	5
44. The youth had a say in how the service was delivered	1	2	3	4	5
45. The youth received services that were right for him/her	1	2	3	4	5
46. The youth could get the service when he/she needed it	1	2	3	4	5
47. The location of the service was convenient	1	2	3	4	5
48. Staff respected the youth's family's religious and spiritual beliefs	1	2	3	4	5
49. Staff spoke in a way that the youth understood	1	2	3	4	5
50. Staff were sensitive to the youth's cultural and ethnic background	1	2	3	4	5
51. The youth is now better able to cope when things go wrong	1	2	3	4	5
52. This was the service the youth needed	1	2	3	4	5
53. There was a service the youth needed, but couldn't get	1	2	3	4	5

54. Is there a service that you feel was really not helpful to the youth? Please tell us what it was:

55. What was most helpful about this service?

56. What was least helpful about this service?

Thinking about this other service, please indicate the extent to which the following statement best describes the youth's experience with this service.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
57. Overall, the youth is satisfied with the services he/she received	1	2	3	4	5
58. The youth helped choose his/her services	1	2	3	4	5
59. The people helping the youth stuck with him/her	1	2	3	4	5
60. The youth felt he/she had someone to talk to when he/she was in trouble	1	2	3	4	5
61. The youth had a say in how the service was delivered	1	2	3	4	5
62. The youth received services that were right for him/her	1	2	3	4	5
63. The youth could get the service when he/she needed it	1	2	3	4	5
64. The location of the service was convenient	1	2	3	4	5
65. Staff respected the youth's family's religious and spiritual beliefs	1	2	3	4	5
66. Staff spoke in a way that the youth understood	1	2	3	4	5
67. Staff were sensitive to the youth's cultural and ethnic background	1	2	3	4	5
68. The youth is now better able to cope when things go wrong	1	2	3	4	5
69. This was the service the youth needed	1	2	3	4	5
70. There was a service the youth needed, but couldn't get	1	2	3	4	5

SECTION E:

In the last 6 months, how often has the youth had these things happen to him/her?

	Never/No Times	1-3 times	4-10 times	11-26 times	More than 26 times	Do not know
1. Been robbed of personal property (iPods, sneakers, cell phones, jackets, etc)	1	2	3	4	5	99
2. Been punched or beaten by another person (no weapon involved)?	1	2	3	4	5	99
3. Been stabbed with a knife?	1	2	3	4	5	99
4. Been threatened with another kind of weapon?	1	2	3	4	5	99
5. Please list weapons:						
6. Been beaten with another kind of weapon?	1	2	3	4	5	99
7. Please list weapons:						
8. Been threatened with a gun?	1	2	3	4	5	99
9. Been shot at?	1	2	3	4	5	99
10. Been kidnapped (taken and held against his/her will in a place he/she could not escape from)?	1	2	3	4	5	99
11. Had physical force used on him/her by another person to hurt him/her sexually (been sexually assaulted)?	1	2	3	4	5	99

To what extent do you believe the youth would agree with the following statements?

	It's really wrong	It's sort of wrong	It's sort of OK	It's perfectly OK
12. In general, it is wrong to hit other people.	1	2	3	4
13. If you're angry, it is OK to say mean things to other people.	1	2	3	4
14. In general, it is OK to yell at others and say bad things.	1	2	3	4
15. It is usually OK to push or shove other people around if you're mad.	1	2	3	4
16. It is wrong to insult other people.	1	2	3	4
17. It is wrong to take it out on others by saying mean things when you're mad.	1	2	3	4
18. It is generally wrong to get into physical fights with others.	1	2	3	4
19. In general, it is OK to take your anger out on others by using physical force.	1	2	3	4

To what extent do you believe the youth would agree with the following statements?

	Agree	Not sure	Disagree
20. If someone disrespects you, you have to fight them to get your pride back	1	2	3
21. Carrying a gun makes people feel safe	1	2	3
22. Carrying a gun makes people feel powerful and strong	1	2	3
23. If people are nice to me I'll be nice to them, but if someone stops me from getting what I want, they'll pay for it bad	1	2	3
24. It would be exciting to hold a loaded gun in my hand	1	2	3
25. I wish there weren't any guns in my neighborhood	1	2	3
26. Most people feel nervous around someone with a gun and they want to get away from that person	1	2	3
27. The people I respect would never go around with a gun because they're against hurting people	1	2	3
28. If someone insults me or my family, it really bothers me, but if I beat them up, that makes me feel better	1	2	3
29. Belonging to a gang makes kids feel safe because they've got people to back them up	1	2	3
30. If I acted the way teachers think I should out on the street, people would think I was weak and I'd get pushed around	1	2	3
31. I don't like being around people with guns because someone could end up getting hurt	1	2	3

To what extent do the following statements describe the youth?

	Not true for the youth	True for the youth
32. The youth thinks he/she is safer, and has protection, if he/she joins a gang	0	1
33. The youth will probably join a gang	0	1
34. Some of the youth's friends at school belong to gangs	0	1
35. The youth thinks it's cool to be in a gang	0	1
36. The youth's friends would think less of him/her if he/she joined a gang	0	1
37. The youth believes it is dangerous to join a gang; a person will probably end up getting hurt or killed if they belong to a gang	0	1
38. The youth thinks being in a gang makes it more likely that you will get into trouble	0	1
39. Some people in the youth's family belong to a gang, or used to belong to a gang	0	1
40. The youth belongs to a gang	0	1

SECTION F:

To the best of your knowledge, how many times in the past year has the youth done the following things?

	Never	1 Time	2 Times	3-4 Times	5 Or More Times
1. Stolen something from a store	0	1	2	3	4
2. Gotten into trouble with the police	0	1	2	3	4
3. Hit or beat up someone	0	1	2	3	4
4. Damaged property just for fun (such as breaking windows, scratching a car, putting paint on walls, etc.)	0	1	2	3	4
5. Carried a weapon (such as a gun, knife, club, etc.)	0	1	2	3	4
6. Had sexual intercourse	0	1	2	3	4
7. Had unprotected sexual intercourse	0	1	2	3	4

To the best of your knowledge, how many times in the past year has the youth done the following things?

	Never	Once or twice	Occasionally	Regularly
8. Used tobacco products such as cigarettes, chewing tobacco or snuff	0	1	2	3
9. Drank beer, wine, wine coolers, or hard liquor	0	1	2	3
10. Sniffed glues, sprays or gasses	0	1	2	3
11. Used marijuana (grass, pot) or hashish (hash, hash oil)	0	1	2	3
12. Used any other drug, such as ecstasy, speed, heroin, crack or cocaine	0	1	2	3
13. Taken steroid pills or shots/needles without a doctor's prescription	0	1	2	3

To what extent do the following statements describe the youth?

	Never	Seldom	Sometimes	Often	Always
14. The youth has a hard time sitting still	1	2	3	4	5
15. The youth starts things but has a hard time finishing them	1	2	3	4	5
16. The youth does things without thinking	1	2	3	4	5
17. The youth needs to use a lot of self-control to keep out of trouble	1	2	3	4	5

To what extent do the statements below describe the youth?

	Not true	Somewhat true	Certainly true
18. The youth gets very angry and often loses his/her temper	0	1	2
19. The youth usually does as he/she is told	0	1	2
20. The youth fights a lot	0	1	2
21. The youth is often accused of lying or cheating	0	1	2
22. The youth takes things that are not his/hers	0	1	2

How many times has the youth done the following things in the past 6 months?

	Never	He/she has done it once, but not in the past year	Less than once a month	About once a month	2-3 times a month	Once a week or more
23. Done what feels good no matter what	1	2	3	4	5	6
24. Done something dangerous because someone dared the youth to do it	1	2	3	4	5	6
25. Done crazy things even if they are a little dangerous	1	2	3	4	5	6

To what extent do the following statements describe the youth?

	No!	no	yes	Yes!
26. The youth likes to test him/herself every now and then by doing something a little risky	1	2	3	4
27. Sometimes the youth will take a risk just for the fun of it	1	2	3	4
28. The youth sometimes finds it exciting to do things for which he/she might get in trouble	1	2	3	4
29. Excitement and adventure are more important to the youth than security	1	2	3	4
30. The youth thinks that sometimes it's okay to cheat at school	1	2	3	4

SECTION G:

How often does the youth participate in community programs or activities after school or on the weekends, as far as you know? For example, Boys and Girls Club, a theatre group, music, sports such as soccer, basketball, or skateboarding.

	A few times a year	Once a month	A couple of times a month	Once a week	A few times a week	Everyday
The youth participates in community programs or activities	1	2	3	4	5	6

Appendix D: Performance and Monitoring

- **Date NCPC funding started: January, 2008**
- **Date first participants were admitted into the project: July 8th, 2008**
- **Date at which first baseline data was collected for participants who will thus be included in the outcome evaluation: June 10th, 2008**
- **Cut-off date for data included in this Annual Report: November 30th, 2010**

Briefly identify how the project is evidence-based, e.g. the name of a model program upon which it is based, the name of a report that provides evidence for the approach used, etc.

The program evaluation focused on the respective processes undertaken for each youth. The Needs Assessment assisted the Youth Advocate Program in identifying the key risk factors and existing protective factors for each youth. When evaluating the impact of the program, this Needs Assessment served as a pre-intervention evaluation tool. The Action Plan was initially developed to address the risk factors and complement the existing protective factors. This Action Plan was activity based with timelines and performance indicators, with activities and anticipated timelines shifting as necessary over the course of the youth's participation in the YAP. The life skills modules and experiential learning exercises included a pre-intervention and post-intervention assessment tool to measure improvement in life skills. The evaluator was then able to assess the achievement level for the different components of the program.

Among the possible best practices, the "Wraparound" model (VanDenBerg & Grealish, 1996) was chosen as the theoretical foundation of the YAP. Similar to other ecological models of intervention, Wraparound is meant to provide a comprehensive suite of supports to individuals and families that are marginalized within their communities. High fidelity Wraparound, which includes multiple elements of the model and is implemented consistently across a community, has been shown to be effective producing changes in cognition and behaviour among youth (Bruns, Suter & Leverentz-Brady, 2006). However, when fidelity is not achieved, results suggest that outcomes may be negligible (Austin, Macgowan & Wagner, 2005; Copp, Bordnick, Traylor & Thyer, 2007). Elements of effective Wraparound include: putting people and their individual needs first; a focus on the family as a whole system; participation of people in their case planning; safety; respect for culture; continuity over time; a non-blaming approach; a single integrative plan for a community of supports and service provider; and an emphasis on doing that which is efficient and effective (VanDenBerg & VanDenBerg, 2005). These elements are similar to those of other coordinated community efforts such as what are termed Systems of Care (Farmer, 2000; Garland, Hough, Landsverk & Brown, 2001; Lourie, Stroul & Friedman, 1998), Multisystemic Therapy (MST; Henggeler, Schoenwald, & Swenson, 2006; Swenson, Henggeler, Taylor & Addison, 2009) and related approaches that coordinate intervention across systems (Hansen, Litzelman, Marsh & Milspaw, 2004). Like Wraparound, these other intensive, family based programs emphasize providing easy access to services through the coordination of case planning and stakeholder participation in decision-making. However, while Systems of Care and MST tend to be more professionally based, Wraparound involves community facilitators, supported by professionals, to facilitate change. In this sense, the hiring of Youth Advocates as facilitators for the YAP has produced a hybrid between the two models of intervention. Its expected efficacy cannot, therefore, be known and merits further study.

Briefly explain how the project has been tailored to the local context, if appropriate (e.g. modifications made to a model, use of resources specific or unique to the community, focusing on a particular age group, etc.)

The YAP was designed to include some therapeutic elements of intervention not typically found in Wraparound's community-oriented programming. In this regard, similar efforts to intervene

with high risk youth within their own communities have been shown to be effective when there is intensity in the intervention, usually over a period of at least six weeks, when there is a small worker to client ratio, and where goals for change are clear and focused on observable behavioural adaptations in stressful environments (i.e. parents better monitor the children; youth develop resistance skills to drugs and alcohol; etc.)(Quinn, 2004). The YAP's intended focus on interventions with the youth, their families, and their schools, was consistent with high fidelity interventions that involve in-home supports or family and individual interventions, often home and school based, for youth at risk. These programs, like Quinn's (2004) Family Solutions Program and MST, have been shown to be clinically effective in the period immediately following intervention, but have less consistent results after six months (Austin, Macgowan & Wagner, 2005; Littell, 2005). There is some evidence that these programs are cost neutral in terms of expenditures on individuals over time (Quinn, 2004) though this issue too requires further study.

Has the project held any events (since inception) to increase knowledge of how to prevent and intervene with gangs? Yes.

Please list and provide number of participants, if known.

- Speaking engagement for parents and teachers in Chester, Nova Scotia, by the YAP's Program Manager. 10 people attended.
- A 4-Day Training Session about the Wraparound Model for front line staff working with at-risk youth in the Halifax Regional Municipality. 21 participants made up of workers from the following departments: justice, education, mental health, community services, community programming and recreation.
- An orientation to the Wraparound model for city councillors
- The development of a Powerpoint presentation on the topic of Gang Prevention, in collaboration with the Halifax Regional Police, to be used for presentations with community groups, as well as the general public.
- Presentations to conference delegates
- Presentations to managers of local Boys & Girls Clubs
- Presentation to the Youth Court Stakeholders Group

Demand for services:

Number of names on waiting list, if any- None

% of capacity in project at present- 90%

Number of participants

Table 4: Number of participants

	# of participants
Participants who are gang members	13
Participants at risk of joining a gang	44
Total # of Primary participants	57
Total # Secondary Participants	99

Identify which risk assessment tool, if any, is used to determine which youth should be admitted into the program.

The YAPST (see Appendix C and D) assessed risk exposure and associated factors including hyperactivity, connection to aggression, violence and gangs, isolation, anti-social behaviour and externalizing behaviours such as substance abuse, sexual activity and negative rushes.

- **Duration of participation:**

Average length of stay (in weeks) of all primary participants to date: 58 weeks

To date, the number of drop-outs and drop-out rate:

To date there were 15 drop-outs resulting in a 0.263 dropout rate (26.3%); six ended their participation due to a lack of interest, one youth went to jail, five youth moved out of the pilot areas, and three were transferred to DCS.

Number of graduates from the program, if any: 15

Types of activities:

- *Use the following chart to report how many participants have been involved in the various types of activities.*
- *Each project activity should be categorized only once, using the category that best fits. The responses will be combined for all YGPF projects to report on access to services.*
- *Since participants are usually involved in several different activities, the same participants may well be counted several times*

Activity/Service	Activity/Service Provider (check one or both- numbers are not required)		# of participants since project inception (total for the activity)
	Your Organization	Other Partner Organization	
Mentoring	✓	✓	61
Life Skills training	✓	✓	60
Counselling (for participants)	✓	✓	29
Parenting skills training	✓	✓	37
Family support and counselling (for families and participants)	✓	✓	28
Education, activities (e.g. credit recover, tutoring, homework clubs, alternative school classes)	✓	✓	48
Social and communication skills training	✓	✓	55
Substance abuse treatment	✓	✓	4
Sports activities	✓	✓	37
Arts activities	✓	✓	14
Other recreational activities	✓	✓	40
Community service or volunteer work	✓	✓	14
Cultural activities/traditional learning (e.g. storytelling,	✓	✓	11

ceremonies, feasts)			
Employment Skills training	✓	✓	21
Case Management	✓	✓	49
Other- please specific			

Partnerships

- Use the following table to report on partnerships to date.

Name of Organization	Sector (choose from list below and insert #)	Contribution (describe briefly)	Type of contribution (choose from list below and insert #)
Halifax Regional Police	18	Advisory/Executive Cttee. Officers on YST, Collaborate on case mgmt., assist in training, refer youth, Office /meeting space	1,2,5
HRM Recreation Services	11	Advisory/Executive Cttee, refer youth, meeting space	1, 2, 5
Halifax Public Libraries	11	Meeting space	5
HRM Fire Services	11	VIK	2,5
HRM Human Resources	11	VIK	2,5
Phoenix Youth Programs	5	Advisory Committee, refer youth	5
NS Dept. of Justice	17	Advisory Committee, refer youth	1,5
NS Dept. Comm. Services	12	Advisory Committee, refer youth	1,5
St. Mary's University	8	Advisory Committee, training	2,5
Dalhousie University	8	Advisory Committee	5
NS Dept. of Education	8	Advisory Committee, accepts referrals	1,3
Psycho-Therapist	15	Advisory Committee, accepts referrals	3,5
Family Services Association	15	Refer youth/family to counseling, parenting program - fathers	2,3
IWK Mental Health & Addictions	15	Advisory Committee, refer youth	1,5
Hfx. Reg. School Board	8	Advisory Committee, refer youth, meeting space	1, 5
Family Resource Centres	5	Parenting program, accepts referrals, meeting space	2,3,5
Metropolitan Reg. Housing	16	Office space / meeting space	5
Halifax Learning Centre	10	SpellRead program, accepts referrals	2,3
YMCA	5	Space	5
YWCA	5	Parenting program for mother's	2
Boys & Girls Clubs	5	Accepts referrals	3
Red Cross	5	Deliver Respect Ed-Healthy Relations program	2
Tenants Associations	5	Accepts referrals, meeting space	3,5

Community Justice Society	5	Circle/Restorative practices training	2
Youth Employability Project (CEED)	14	One on one employment readiness support for youth, accepts referrals	2,3

Sectors:

1. Aboriginal agencies or organizations (other than Tribal and Band Councils)
2. Aboriginal- Tribal or Band Council
3. Arts and Culture
4. Business Associations (e.g. Chamber of Commerce, Business Improvement Associations, etc.)
5. Community, social or voluntary services (e.g. family services)
6. Community coalition or network
7. Corrections (e.g. probation, juvenile detention centers, parole officers, prisons)
8. Education
9. Employment
10. For profit organization
11. Government- local, municipal
12. Government- provincial or territorial
13. Government- Aboriginal (other than Band or Tribal Council)
14. Government- federal
15. Health
16. Housing Services
17. Justice (e.g. courts, prosecution services)
18. Police
19. Professional Associations (e.g. Teachers' Association)
20. Religious/faith
21. Service Club (e.g. Rotary, Lions)
22. Other

Types of contributions:

1. Make referrals to program
2. Provide staff to deliver some of the program activities
3. Accept referrals from program (this would normally be under some sort of protocol whereby the organization gives priority or guarantees, access to project participants, provides regular updates, engages in joint planning, etc.)
4. Contribute financially to the program
5. Provide in-kind contributions (*if not already covered in #2 above- e.g. provide space for program activities, provide tickets or transportation for recreational outings*)
6. Other- as described in the table

Appendix E: Interview Guide for Youth

YOUTH ADVOCATE PROGRAM EVALUATION

INTERVIEW GUIDE: YOUTH

Introduction:

Thank you for meeting with me today. As I explained to you, this meeting is to find out more about you, your community and your experiences with services like this one, the YAP. Everything you tell me today is confidential. This means that I will not tell your parents, the people here at YAP or any other service that you have used what you tell me. The only time I will need to tell someone else what you have said is if you tell me that you or another young person you know is being hurt. If we talk about anything here today that makes you feel angry, sad, or upset in any way, please let me know so that I can put you in touch with someone you can talk to about your feelings.

I am going to ask you some questions now. There are no right or wrong answers and you can take as much time as you would like to answer.

Getting to know you:

- I would like to first start out by getting to know you a little bit. What is a typical day like for you?
- How is this different from before you were a part of YAP?

Youth Advocate Program:

- How did you find out about YAP?
- How did you or your family originally get involved with the YAP?
- Can you tell me the first time you met _____?
- What's your experience been like? Helpful? Unhelpful?
- What is the first thing you remember?
- What was going on in your life before you started the program?
- How has the program changed this/affected this?
- How has participating in the YAP affected your life?
 - Has it changed your relationships with friends or family?
 - What has changed?
 - How do you feel about that?

Relationship with YAW:

- What have your relationships been like with staff at the YAP?

Gang prevention and intervention:

- What is this program about? How would you describe it? Do you describe it differently to your friends and family? If so, how?
- Who are the people that know you are a part of the program?
- How do you feel about the program being called a gang prevention and intervention program? What would you call this program?
- What kind of program would you design to help youth? Tell me a bit about this. Do you see it being different from this program? How?
- What parts of this program helped you the most or changed you the most?
- How did each of the people in the different places that tried to help you work together? Did they talk to each other? Did that help, or not? Can you explain?

Action Plan:

- Can you tell me what an Action Plan is?
- Did you help develop your Action Plan? What was this experience like for you?

Youth Support Team:

- Do you know what a Youth Support Team is?
- Is this helpful? Not helpful? Why?
- Who would you like to see on your YST?

OR

Who is on your YST? Would you like to see anyone added?
Would you like to be included in these meetings?

School:

- What's your experience been like at school?
- Can you tell me about your life when you're not in school? How do you spend your time? What do you do to keep busy or have fun?

Relationships:

- Who are the important people in your life?
- Can you tell me about your relationships with your family? Friends?
- How have your relationships with these people been affected by contact with the YAP?

Health:

While these questions are framed as health, it is important to remember that our focus here is on the whole individual, and so in many ways this section also focuses on youth as individuals:

- What does being healthy mean to you?
- How do you see yourself: healthy or unhealthy, or something else?
- What kinds of things threaten to make you unhealthy?
- What do you do about these?

The System and Community:

- How do you see your community?
- Has being a part of the YAP changed the way you see your community? If so, how? If not, why?
- How does your community see you?
- Do you feel being a part of the YAP has changed the way your community sees you? If so how? If not, why?
- How helpful is your community if you are struggling with something or needed help?
- Do you think there are gangs in your community?
- How do you feel about this?

Do you have anything else you would like to add?**Closing Comments:**

Thank you.

Appendix F: Interview Guide for Parents

YOUTH ADVOCATE PROGRAM EVALUATION

INTERVIEW GUIDE: PARENT/GUARDIAN

Introduction:

Thank you for meeting with me today. As I explained to you, this meeting is to find out more about you, your community and your experiences with services like this one, the YAP. Everything you tell me today is confidential. This means that I will not tell the people here at YAP or any other service that you have used what you tell me. The only time I will need to tell someone else what you have said is if you tell me that a young person you know is being hurt. If we talk about anything here today that makes you feel angry, sad, or upset in any way, please let me know so that I can put you in touch with someone you can talk to about your feelings.

I am going to ask you some questions now. There are no right or wrong answers and you can take as much time as you would like to answer.

Youth Advocate Program:

- How did you or your family find out about YAP?
- What has your experience been like?
- Have any of your experiences been helpful? Any unhelpful?
- What was the first thing you experienced?
- How did your child respond?
- Do you think your child is in a gang?
- How has this program affected the likelihood that he/she will join a gang?
- What was going on in your life before you started the program?
- How has the program changed this/affected this?
- How has participating in the YAP affected your life?
 - Has it changed your relationships with friends or family?
 - What has changed?
 - How do you feel about that?

Relationship with YAW:

- What have your relationships been like with staff at the YAP?

Gang prevention and intervention:

- What is this program about? How would you describe it? Do you describe it differently to your friends and family? If so, how?
- Who are the people that know you are a part of the program?
- How do you feel about the program being called a gang prevention and intervention program? What would you call this program?
- What kind of program would you design to help youth? Tell me a bit about this. Do you see it being different from this program? How?
- What parts of this program helped you the most or changed you the most?
- How did each of the people in the different places that tried to help you work together? Did they talk to each other? Did that help, or not? Can you explain?

Action Plan:

- Can you tell me what an Action Plan is?
- Did you help develop your Action Plan? What was this experience like for you?

Youth Support Team:

- Do you know what a Youth Support Team is?
- Is this helpful? Not helpful? Why?
- Who would you like to see on your YST?

OR

Who is on your YST? Would you like to see anyone added?
Would you like to be included in these meetings?

School:

- What's your experience been like at school?
- Can you tell me about your life when you're not in school? How do you spend your time? What do you do to keep busy or have fun?

Relationships:

- Who are the important people in your life?
- Can you tell me about your relationships with your family? Friends?
- How have your relationships with these people been affected by contact with the YAP?

Health:

While these questions are framed as health, it is important to remember that our focus here is on the whole individual, and so in many ways this section also focuses on youth as individuals:

- What does being healthy mean to you?
- How do you see yourself: healthy or unhealthy, or something else?
- What kinds of things threaten to make you unhealthy?
- What do you do about these?

The System and Community:

- How do you see your community?
- Has being a part of the YAP changed the way you see you community? If so, how? If not, why?
- How does your community see you?
- Do you feel being a part of the YAP has changed the way your community sees you? If so how? If not, why?
- How helpful is your community if you are struggling with something or needed help?
- Do you think there are gangs in your community?
- How do you feel about this?

Do you have anything else you would like to add?

Closing Comments:

Thank you.

Appendix G: Interview Guide for Community Committees

Focus Group Questions: Community Committees 2010

The idea behind these interviews is to explore YAP's role and position within the community. When interviewing YAP committees, the term community can refer to HRM in general. Focus group interviews with community stakeholders can focus more on localized communities within HRM.

- 1) Do you think the right youth are being referred to the program?
- 2) Are there members of the target population you believe are not being reached?
 - If so, in what ways can YAP improve ways to reach the target population?
- 3) Are you or others aware of YAP within the community?
 - How are you or others finding out about the program?
- 4) Do you feel you and other community members are informed about the progress of YAP?
 - If so, by what means are you being informed about the progress of YAP?
 - If not, in what ways can YAP better inform the community about the progress of the program?
- 5) How effectively do YAP staff work with the program partners?
 - What types of activities or correspondence are involved in these interactions?
 - Or, what types of activities or correspondence do you expect to be involved in these interactions?
- 6) How effectively do you think YAP staff work with youth and their families?
 - Do you view YAP staff as working with both youth and their families as equally important?
- 7) How effectively do you think program staff closely adheres to the program model (wraparound)?
 - Are their aspects of the wraparound model not being addressed in the YAP approach? And which elements would you identify as not being addressed?
- 8) To what extent are staff being selected, trained and demonstrate adequate skills for the interventions they provide to youth and their families?
 - Are there certain staff selection criteria you believe is most important for YAW's?
 - Are there specific trainings you expect YAW's to have? If so, what are these criteria?
- 9) What aspects of the program do you see as positive?
- 10) What aspects of the program act as barriers?
 - What do you see as existing challenges for YAP?
- 11) What makes YAP a successful program?
- 12) How can YAP improve its success as an intervention and prevention program?

Appendix H: Interview Guide for Staff & Management

**YAP Staff and Management
Interview schedule: 2010**

- 1) How does the program engage youth and their families?
- 2) What additional services are being made available to youth via the YAP? Can you give me some examples?
- 3) Who from these services is meeting with youth?
- 4) What do you consider to be barriers to participation in the YAP for youth and their families?
- 5) How much time do you think youth require with the program for it to be effective?
- 6) How do you decide when a youth is ready to leave the program?
- 7) What does it mean to be a young person “doing well” in the communities YAP serves?
- 8) How extensive is the problem of gang involvement in communities YAP serves?
 - What does it look like when it occurs?
 - Is it different for different ages?
 - From your perspective as someone working with these youth, how prevalent is it?
 - How do youth become involved? Why are youth involved? How does it threaten their well-being? What does it offer them that they find positive?
- 9) What do you think the future direction for the YAP should be?
 - Any changes you'd suggest?
 - What is working really well?
 - Do you think the program is sustainable? Yes: How so? /// No: Why not?
- 10) Can you tell me about community awareness of the program? Who are the groups that know about the program (eg government services, community groups, parents, churches, etc)? How are people becoming aware of the program?
- 11) How do you see the service the YAP offers in relation to existing services such as Mental Health or Child and Family Services?
- 12) The YAP has been running for about a year now. How has your understanding of the program changed in this time? How has your understanding of your role changed in this time?
- 13) If you had a magic eraser, what would you change, do differently, for the program to have the best positive impact on the youth, their families, and the communities it serves?
- 14) How is the YAP deciding which youth to accept into the program?
- 15) How does the program report its performance back to its stakeholders?
- 16) Who are the partners that have ultimately engaged in the program?

Appendix I: YAP Financial Data Collection Instrument

Fiscal Year: (Circle) 08/09 09/10 10/11

	April 1 – Jun 30th	July 1 – Sept 30	Oct 1 – Dec 31	Jan 1 – Mar 30
INCOME/GRANTS				
National Partner				
Local Partners (if applicable)				
HARD EXPENSES				
Administration:				
Salaries, Wages, Benefits and Contracts				
Occupancy costs				
Other Overhead: (photocopying, postage, printing, telephone, couriers, I.T. support, Insurance, Audit costs)				
Miscellaneous (please specify)				
Program:				
Salary, Wages, & Benefits				
Professional fees and contracts				
Honoraria (& number of people involved)				
Program materials & supplies				
Local travel (auto mileage, taxis)				
HR Training and development:				
<ul style="list-style-type: none"> • Meetings and conferences (travel, registration fees, hotel, food.) 				
<ul style="list-style-type: none"> • Staff training 				
<ul style="list-style-type: none"> • School team training 				
Family follow-up sessions				
Translation/Interpretation				
SOFT COSTS – donated, provided at no direct cost				
In-kind donation of staff time (please identify personnel and applicable wage rates)				
<ul style="list-style-type: none"> • Administrators • Trainers • Consultants • Agency personnel (Police officers, mental health workers, etc.) • Other 				
Volunteer time: (parent partners, etc.)				
Donated supplies and materials				
Equipment donated/provided				
Family follow-up costs				
Program costs				
Other				
NOTES (explanatory notes as necessary)				

Appendix J: Youth and Family Profile



Youth and Family Profile

To be completed upon acceptance into program and every month thereafter. **Profile updates only** - *Update only those sections that have changed since the last update.*

Date:

File #:

Date of last profile:

Profile #:

Legal name of youth:

Preferred name of youth if different:

Date of birth:

Physical Description of Youth:

(hair and eye colour, height, weight, visible marks, tattoos, fashion preferences, speech, demeanor)

Family information - Those identified as primary care givers;

Name:

to youth:

Relationship

Address:

(H#):

(W#):

Cell:

Is this the youth's guardian? **yes / no**

Name:

Relationship to youth:

Address:

(H#):

(W#):

Cell:

Is this the youth's guardian?

yes / no

Name of Guardian(s):

Address:

(H#):

(W#):

Cell:

Other family members, i.e., siblings:

Name:

Relationship:

Tel:

Address:

Name:

Relationship:

Tel:

Address:

Name:

Relationship:

Tel:

Address:

Name:

Relationship:

Tel:

Address:

Biological parents (if not stated above)

Name:

Address:

Telephone number:

Name:

Address:

Telephone number:

Health information:

Health Card #:

Ph. #:

Family Dr. :

Allergies:

Emergency procedure if allergic reaction occurs:

Physical health concerns:

Mental health diagnosis: **Yes / No**

Comment:

Drug use:

Yes / No
Frequency:
Comment:

Alcohol use:

Yes / No

Frequency:
Comment:

School information:

Name of current school:

Address:

(Ph):

Grade/Current situation:

School plan:

If not in school, why not? Explain:

Is the youth supported by other agencies (Community Services, Health etc.)

Yes / No

Specify:

Main contact:

(Ph):

Details:

Specify:

Main contact:

(Ph):

Details:

Organized social/recreation/leisure activities:

Yes / No

Details:

Observations/Impressions

Youth presentation (first impression/demeanor):

Comments:

Additional comments/observations in the following areas:

Family dynamics/information:

Cultural information:
(dietary, customs, traditions, restrictions)

Behavioural and emotional concerns:

Level of maturity:

Peer group/friends/associates : (include names and nature of relationships)

Youth Advocate Worker(print name):

Youth Advocate Worker(signature):

Date:

Appendix K: Youth Activity



Record of Activity
File #
Week of:

(add to the record of activity on a daily basis to ensure accuracy and completeness of information)

Youth Advocate Worker:

Work Schedule for the Week:

(include names/locations/nature of activity)

Thursday:

Friday:

Weekend:

Monday:

Tuesday:

Wednesday:

Youth Advocate Worker:

Youth:

(action plan progress, cooperation, learning's, resource requirements, challenges, steps forward, steps backward, issues, decisions ect.)

Family:

(action plan progress, cooperation, learning's, resource requirements, challenges, steps forward, steps backward, issues, decisions ect.)

Community Committees:

(Nature of work, effectiveness, group dynamics, level of cooperation, learning's, steps forward, steps backward, issues, decisions ect.)

Agencies supporting youth:

(consultation's, advocacy, cooperation, opportunities, learning's, decisions)

HRP Community Constable/School Liaison Officer:

(nature of support or contact, level of cooperation, decisions)

CRS Programmer:

(nature of support or contact, level of cooperation, decisions)

Library:

(nature of support or contact, level of cooperation, decisions)

Space:

(locations, appropriateness of space for activity/function, ease of access)

Appendix L: Youth Progress File

Referrals - XXX 400 series					
File #	Referred by:	Date referred	Status	Status change date	Exit date
400	XXX School	Apr 14, 2008	Accepted		
401	XXX School	Apr 15, 2008	Closed - (not accepted)	July 17/08	
402	XXX School	April 16, 2008	In-active (lack of interest) review in 6mos	July 4/08	
403	XXX School	April 18, 2008	In-active (lack of interest) review in 6mos	July 4/08	
404	XXX School	April 21, 2008	Accepted		
405	Police - XXX	May 14, 2008	Closed -moved	July 4/08	
406	Community Services	June 17, 2008	In-active (Youth in care) review in 6mos	July 4/08	
408	XXX School	June 27, 2008	Closed		
409	XXX School	June 27, 2008	Closed	August 6/08	
410	XXX School	June 27, 2008	In-active (lack of interest) review in 6mos	July 24/08	
411	XXX School	June 27, 2008	In-active (lack of interest) review in 6mos	July 24/08	
412	XXX School	June 27, 2008	Closed – not accepted	July 14/08	
413	XXX School	June 27, 2008	Camping will be in touch after summer		
414	XXX School	June 27, 2008	Camping will be in touch after summer		
415	XXX School	June 27, 2008	In-active (lack of interest) review in 6mos	July 14/08	
416	XXX School	June 27, 2008	Closed - not accepted	August 18/08	
417	Police -XXX	July 30, 2008	Initial contact		
418	Police - XXX	July 30, 2008	Initial contact		

Appendix M: Ethics Certificate



**Social Sciences and Humanities
Human Research Ethics Board
ANNUAL RENEWAL Letter of Approval**

Date: June 23,2010.

To: Dr. Michael Ungar, School of Social Work

The Dalhousie Social Sciences and Humanities Human Research Ethics Board has examined the annual report dated June 15,2010 for:

Project # 2008-1806

Title: Evaluation of the Youth Advocate Program

and found the proposed research involving human subjects to be in accordance with Dalhousie Guidelines and the Tricouncil Policy Statement on *Ethical Conduct in Research Using Human Subjects*. This approval will be effective until the expiring date indicated below.

1. Dalhousie Guidelines require that, prior to the anniversary of the expiry date of this approval you must submit your next annual report.
2. Should there be any significant changes to either the research methodology, or the consent form used during the approval period, these changes must be submitted for ethics review *prior to their implementation*.
3. You must also notify Research Ethics when the project is completed or terminated, at which time a final report should be completed.

Expiry Date: July 11,2011.

signed:



Dr. Stephen Coughlan (Chair SSHREB)

Funding: Halifax Regional Municipality
Award No: RFP # 07-454

This approval does not reflect the current status of your funding.

Copy sent to: Research Services

Appendix N: File Review Template

FILE REVIEW TEMPLATE

When:	Who:	What and Why:	Where:

Skill Modules worked on:

Days youth did not attend school:

Youth Support Team:

Action Plan:

Area of Focus (behaviour, challenge, struggle, just for fun)	Action	Who will be involved and make decisions?	What resources are needed and where will they come from?	When will this happen?	What does success look like?

Appendix O: Information & Consent Form for Youth

INFORMATION AND CONSENT FORM:
EVALUATION OF THE YOUTH ADVOCATE PROGRAM
Youth

Researchers:

Dr. Michael Ungar (Principal Investigator)
Professor
School of Social Work
Dalhousie University
(902) 494-3445
Michael.ungar@dal.ca

Dr. Linda Liebenberg (Co-investigator)
Director of Research
Resilience Research Centre
Dalhousie University
(902) 494 1357
Linda.Liebenberg@dal.ca

(Name of RA)
Research Associate
Dalhousie University
(902) (Contact of RA)
YAP@dal.ca

Hello,

On behalf of a team of researchers led by Drs. Michael Ungar and Linda Liebenberg from Dalhousie University, I am evaluating the Youth Advocate Program (YAP). I will be talking with all youth in the program. We want to know what about YAP is working for you and what is not. The evaluation is described below. This description tells you about the risks, inconvenience, or discomfort which you might experience. While the findings of this evaluation may not benefit you directly, it will help the YAP understand what it can do better to be of real help to young people here in Halifax. You should discuss any questions you have about this evaluation with Dr Michael Ungar or Dr Linda Liebenberg, who are conducting the evaluation.

What you will be asked to do:

To understand how the YAP works we are asking all the youth and their parents participating in the program to complete a questionnaire. The questionnaire takes about 45-50 minutes to complete. You may take extra time if you need and you may also complete the questionnaire in more than one meeting. We will also ask to meet with some of the youth in the program for a discussion of what the program is like. This discussion will take about an hour. All meetings will happen at a time and place that you are comfortable with.

Possible Risks and Discomforts:

You should know that when we meet to talk about your experiences and answer the questionnaire, I may ask you some questions that could make you feel uncomfortable or be upsetting to you. If this happens you should let me know so that I can refer you to someone to talk to about what has upset you.

You should also know that on rare occasions files may be subpoenaed by courts following illegal activity. Please bear this in mind when answering the questions.

Let me know if you do not want to answer any of the questions when asked.

Possible Benefits:

As I have said before, although the findings of this evaluation may not benefit you directly, it will help the YAP understand what it can do better to be of real help to young people here in Halifax.

Compensation / Reimbursement:

You will be offered a \$10 gift certificate to complete the questionnaire, and a \$20 gift certificate if you participate in the interview.

Confidentiality & Anonymity:

All the information you provide will be kept strictly confidential. This means that I will not tell other people who are not involved in the evaluation about what you have told me here today. Also, all the information we collect will be anonymous. This means that it will have no personal information, like your name, on it and we will not publish your name in anything we write about this evaluation. Only the forms you sign with me will identify you personally and that information will be stored only in Dr. Liebenberg's office. We will put on all the information we gather a false name, or a number, so we can keep track of who you are, but no one else can identify you. The information will be stored in a locked cabinet in Dr. Liebenberg's office in Halifax for five years after we have published this evaluation. I would like to assure you that only members of the evaluation team will have access to the information you provide.

There is only one situation that would make it necessary to share what you tell me with others and identify you. If you tell me that you are being harmed, or in serious danger, or your brothers or sisters are in danger of being hurt, I have a professional and legal obligation to get help. Likewise, if you tell me you are going to hurt yourself or someone else, I must legally tell someone who can help keep you and others safe.

It is important for you to know that I am not interested in the responses of any one person, but rather what young people like yourself as a group have experienced.

Once information has been collected members of the research team intend to publish the information in books and journals, even on the project website. Your identity will never be revealed. Should we use a quote from an interview with you, we will ensure that details are changed to make it impossible to identify you as the one who said it (like your age, school, where you live, what your parents do, those kinds of things about you). If you wish I will send you a copy of our final report when the study is completed.

Problems or Concerns:

I have provided my phone number, the number of the Principal Investigator Dr. Michael Ungar, and that of the co-investigator Dr. Linda Liebenberg, in case you want to tell us about any concerns you have, or simply have questions about any aspect of your participation in this study.

If you have any difficulties with, or wish to voice concern about, any aspect of your participation in this study, you may also contact Patricia Lindley, Director of Dalhousie University's Office of Human Research Ethics Administration, for assistance at (902) 494-1462, patricia.lindley@dal.ca.

Many thanks for taking the time to look over this letter.

EVALUATION OF THE YOUTH ADVOCATE PROGRAM
SIGNATURE PAGE:
Youth

"I have read the Letter of Information, have had the study explained to me, and I agree to the following":
(If you agree, please place an "X" in the 'yes' boxes to show that you understand and agree with each statement. You do not need to consent to all evaluation activities in order to participate)

- | | |
|---|---|
| <p>1. <i>I understand the information about the study in the Information Letter. Any questions I had were answered.</i></p> | <p>Yes,
I understand
[]</p> |
| <p>2. <i>If I am uncomfortable answering any question, I may choose not to answer.</i></p> | <p>Yes,
I understand
[]</p> |
| <p>3. <i>Information will be collected directly from me by means of a questionnaire and maybe an interview</i></p> | <p>Yes,
I understand
[]</p> |
| <p>4. <i>I understand that Information will also be gathered by means of a review of my YAP file</i></p> | <p>Yes,
I understand
[]</p> |
| <p>5. <i>I understand that Information will also be collected from my parent / legal guardian</i></p> | <p>Yes,
I understand
[]</p> |
| <p>6. <i>Interviews with me may be audiotaped</i></p> | <p>Yes []
No []</p> |
| <p>7. <i>I will have the opportunity to read what I have said in interviews and to better explain some of what I have said if I want to</i></p> | <p>Yes,
I understand
[]</p> |
| <p>8. <i>I understand that what I say may be quoted at great length in publications, presentations and the final report. I also understand that I will not be identified personally. If I become concerned with anything I said, I can ask for parts, or all, of my questionnaire responses or interview not to be quoted. I may also have deleted any parts of the interview I want deleted.</i></p> | <p>Yes,
I understand
[]</p> |

Name/Signature of youth participant

Signature of guardian/parent

Signature of researcher

Date

EVALUATION OF THE YOUTH ADVOCATE PROGRAM
REQUEST FOR SUMMARY OF FINAL REPORT

I would like a summary of the final report when the study is completed.

Signature

Date

Address (including email if available):

Appendix P: Information & Consent Form for Parents

INFORMATION AND CONSENT FORM:
EVALUATION OF THE YOUTH ADVOCATE PROGRAM
PARENTS/LEGAL GUARDIANS

Researchers:

Dr. Michael Ungar (Principal Investigator)
Professor
School of Social Work
Dalhousie University
(902) 494-3445
Michael.ungar@dal.ca

Dr. Linda Liebenberg (Co-investigator)
Director of Research
Resilience Research Centre
Dalhousie University
(902) 494 1357
Linda.Liebenberg@dal.ca

(Name of RA)
Research Associate
Dalhousie University
(902) (Contact of RA)
YAP@dal.ca

On behalf of the Youth Advocate Program (YAP), we are assessing the efficiency of the program with view to long term sustainability. Dr Michael Ungar, Professor at the School of Social Work, Dalhousie University, is the principal investigator of this evaluation, and Dr Linda Liebenberg of the Resilience Research Centre at Dalhousie University is the co-investigator. In terms of your agreement to participate in the Youth Advocate Program, you have also agreed to participate in the evaluation thereof. **The evaluation involves the completion of a survey questionnaire by all youth and parents/legal guardians involved with the program and interviews with some youth and parents/legal guardians, which is described in more detail below.** This description tells you about the risks, inconvenience, or discomfort which you might experience. The purpose of the evaluation is to better understand the functioning of the Youth Advocate Program and to establish if it works effectively or not. While we cannot promise that you yourself will benefit from what we find in this evaluation, we hope that the findings help to improve the service provided by the Youth Advocate Program. You should discuss any questions you have about this evaluation with Val Billard, the person conducting the evaluation.

What you will be asked to do:

As a parent/legal guardian of a youth involved with the Youth Advocate Program, you are being asked to complete a questionnaire about your child and his/her experiences with various services. It takes about 30 minutes to complete the questionnaire. We would also like to talk to some of the youth and their families again following completion of the questionnaire. These interviews will occur individually and should last approximately one hour. If you do participate in these interviews you may also see the typed version of what was said during these meetings, if you wish. We can make arrangements to get this information to you in a safe way and arrange for any follow-up discussions if necessary. All meetings will be scheduled at a time and location that is convenient for you.

Possible Risks and Discomforts:

We do not expect that there will be any physical, social or economic risks to you as a result of this evaluation. Also we expect few if any, emotional risks. You should know that we will be asking you to recall stressful situations, which may trigger uncomfortable memories. Should this happen, you should let us know so that we can refer you to someone for the appropriate emotional support. **You should also know that on rare occasions files may be subpoenaed by courts following**

illegal activity. Please bear this in mind when answering the questions. You do have the right to refuse to answer any question that we ask that you feel uncomfortable answering.

Possible Benefits:

As previously mentioned, although we cannot promise that you yourself will benefit from what we find in this evaluation, we hope that the findings help to improve the service provided by the Youth Advocate Program.

Compensation / Reimbursement:

You will not be compensated financially for your participation in this evaluation.

Confidentiality & Anonymity:

All the information you provide will be treated as anonymous and confidential and will be stored in a locked cabinet in Dr Liebenberg's office, for five years after we publish the findings of this evaluation. Only the forms you sign with me will identify you personally and that information will be stored separately from all other information you provide, again in Dr. Liebenberg's office. We will put on all the information we gather a false name, or a number, so we can keep track of who you are, but no one else can identify you. We would like to assure you that only members of the evaluation team will have access to the information provided. The only time we will break the confidentiality is if you or someone else reports a child is being harmed, or that a child is harming others. We have a professional and legal obligation to ensure that children are kept safe and people, adults and children, are prevented from doing harm to others.

Once information has been collected, members of the evaluation team intend to publish the information in books and journals, but the identity of participants will never be revealed. If you wish we will send you a copy of our final report when the evaluation is completed.

You should know that although the research assistants are being paid to carry out this evaluation, there are no anticipated conflicts of interest on the part of the evaluation team.

Problems or Concerns:

I have provided my phone number, the number of the Principal Investigator Dr. Michael Ungar, and that of the co-investigator Dr. Linda Liebenberg, in case you want to tell us about any concerns you have, or simply have questions about any aspect of your participation in this study.

If you have any difficulties with, or wish to voice concern about, any aspect of your participation in this study, you may also contact Patricia Lindley, Director of Dalhousie University's Office of Human Research Ethics Administration, for assistance at (902) 494-1462, patricia.lindley@dal.ca.

Many thanks for taking the time to look over this letter.

EVALUATION OF THE YOUTH ADVOCATE PROGRAM
SIGNATURE PAGE:
PARENTS/LEGAL GUARDIANS

"I have read the Letter of Information, have had the nature of the evaluation explained to me, and I consent to the following": (If you agree, please place an "X" in the 'yes' boxes to show that you understand and agree with each statement. You do not need to consent to all evaluation activities in order to participate)

- | | |
|--|-----------------------------|
| <i>1. I understand the information about the study in the Information Letter. Any questions I had were answered.</i> | Yes,
I understand
[] |
| <i>2. I realize that if I am uncomfortable answering any question, I may choose not to answer</i> | Yes,
I understand
[] |
| <i>3. Information will be collected directly from me by means of a questionnaire and possibly an interview</i> | Yes,
I understand
[] |
| <i>4. Interviews with me may be audiotaped</i> | Yes []
No [] |
| <i>5. I will have the opportunity to read what I have said in interviews and to clarify what I have said if I choose</i> | Yes,
I understand
[] |
| <i>6. I understand that what I say may be quoted at great length in publications, presentations and the final report. I also understand that I will not be identified personally. If I become concerned with anything I said, I can ask for parts, or all, of my questionnaire responses or interview not to be quoted. I may also have deleted any parts of the interview I want deleted.</i> | Yes,
I understand
[] |

Signature of Researcher

Signature of Parent/Legal Guardian

Date

**Appendix Q: Information & Consent Form
For YAP Staff & Management**



INFORMATION AND CONSENT FORM:
EVALUATION OF THE YOUTH ADVOCATE PROGRAM
YAPS STAFF AND MANAGEMENT

Researchers:

Dr. Michael Ungar (Principal Investigator)
Professor
School of Social Work
Dalhousie University
(902) 494-3445
Michael.ungar@dal.ca

Dr. Linda Liebenberg (Co-investigator)
Director of Research
Resilience Research Centre
Dalhousie University
(902) 494 1357
Linda.Liebenberg@dal.ca

(Name of RA)
Research Associate
Dalhousie University
(902) (Contact of RA)
YAP@dal.ca

On behalf of the Youth Advocacy Program (YAP), we are assessing the efficiency of the program with view to long term sustainability. Dr Michael Ungar, Professor at the School of Social Work, Dalhousie University, is the principal investigator of this evaluation, and Dr Linda Liebenberg of the Resilience Research Centre at Dalhousie University is the co-investigator. As a member of the YAPS team, your participation is invaluable. The evaluation involves individual interviews and reviews of your youth files. The purpose of the evaluation is to better understand the functioning of the Youth Advocacy Program and to establish if it works effectively or not, and is described in more detail below. This description tells you about the risks, inconvenience, or discomfort which you might experience. While we cannot promise that you yourself will benefit from what we find in this evaluation, we hope that the findings help to improve the service provided by the Youth Advocacy Program. You should discuss any questions you have about this evaluation with myself, [the name of the research assistant who will be conducting the evaluation fieldwork and will be explaining the evaluation to the participant], the person conducting the evaluation.

What you will be asked to do:

As a member of the staff and/or management team of the Youth Advocate Program, you are being asked to participate in bi-annual individual interviews. These interviews take about an hour each, during which time various aspects YAP and its functioning will be discussed. You may also see the typed version of what was said during these meetings if you wish. We can make arrangements to get this information to you in a safe way and arrange for any follow-up discussions if necessary. All meetings will be scheduled at a time and location that is convenient for you.

Possible Risks and Discomforts:

We do not expect that there will be any physical, social or economic risks to you as a result of this evaluation. Also we expect few if any, emotional risks. **You should know that on rare**

occasions files may be subpoenaed by courts following illegal activity. Please bear this in mind when answering the questions. Please bear this in mind when answering the questions. You do have the right to refuse to answer any question that we ask that you feel uncomfortable answering.

Possible Benefits:

As previously mentioned, although we cannot promise that you yourself will benefit from what we find in this evaluation, we hope that the findings help to improve the service provided by the Youth Advocate Program.

Compensation / Reimbursement:

You will not be compensated financially for your participation in this evaluation.

Confidentiality & Anonymity:

All the information you provide will be treated as confidential and will be stored in a locked cabinet in Dr Liebenberg's office, for five years after we publish the findings of this evaluation. Only the forms you sign with me will identify you personally and that information will be stored separately from all other information you provide, again in Dr. Liebenberg's office. We will put on all the information we gather a false name, or a number, so we can keep track of who you are, but no one else can identify you. We would like to assure you that only members of the evaluation team will have access to the information provided. The only time we will break the confidentiality is if you or someone else reports a child is being harmed, or that a child is harming others. We have a professional and legal obligation to ensure that children are kept safe and people, adults and children, are prevented from doing harm to others.

As a member of the YAP staff and/or management we cannot assure your anonymity in this evaluation.

Once information has been collected, members of the evaluation team intend to publish the information in books and journals, but the identity of participants will never be revealed. If you wish we will send you a copy of our final report when the evaluation is completed.

You should know that although the research assistants are being paid to carry out this evaluation, there are no anticipated conflicts of interest on the part of the evaluation team.

Problems or Concerns:

I have provided my phone number, the number of the Principal Investigator Dr. Michael Ungar, and that of the co-investigator Dr. Linda Liebenberg, in case you want to tell us about any concerns you have, or simply have questions about any aspect of your participation in this study.

If you have any difficulties with, or wish to voice concern about, any aspect of your participation in this study, you may also contact Patricia Lindley, Director of Dalhousie University's Office of Human Research Ethics Administration, for assistance at (902) 494-1462, patricia.lindley@dal.ca.

Many thanks for taking the time to look over this letter.

EVALUATION OF THE YOUTH ADVOCATE PROGRAM
SIGNATURE PAGE:
YAPS STAFF AND MANAGEMENT

"I have read the Letter of Information, have had the nature of the evaluation explained to me, and I consent to the following":

(If you agree, please place an "X" in the 'yes' boxes to show that you understand and agree with each statement. You do not need to consent to all evaluation activities in order to participate)

1. I understand the information about the study in the Information Letter. Any questions I had were answered.

**Yes,
I understand
[]**

2. I realize that if I am uncomfortable answering any question, I may choose not to answer

**Yes,
I understand
[]**

3. Information will be collected directly from me by means of a questionnaire and possibly an interview

**Yes,
I understand
[]**

4. Interviews with me may be audiotaped

**Yes []
No []**

5. I will have the opportunity to read what I have said in interviews and to clarify what I have said if I choose

**Yes,
I understand
[]**

6. I understand that what I say may be quoted at great length in publications, presentations and the final report. I also understand that I will not be identified personally. If I become concerned with anything I said, I can ask for parts, or all, of my questionnaire responses or interview not to be quoted. I may also have deleted any parts of the interview I want deleted.

**Yes,
I understand
[]**

Signature of Researcher

Signature of Parent/Legal Guardian

Date

**Appendix R: Information & Consent Form
For Key Stakeholders**



INFORMATION AND CONSENT FORM:
EVALUATION OF THE YOUTH ADVOCATE PROGRAM
KEY STAKEHOLDERS

Researchers:

Dr. Michael Ungar (Principal Investigator)
Professor
School of Social Work
Dalhousie University
(902) 494-3445
Michael.ungar@dal.ca

Dr. Linda Liebenberg (Co-investigator)
Director of Research
Resilience Research Centre
Dalhousie University
(902) 494 1357
Linda.Liebenberg@dal.ca

(Name of RA)
Research Associate
Dalhousie University
(902) (Contact of RA)
YAP@dal.ca

On behalf of the Youth Advocacy Program (YAP), we are assessing the efficiency of the program with view to long term sustainability. Dr Michael Ungar, Professor at the School of Social Work, Dalhousie University, is the principal investigator of this evaluation, and Dr Linda Liebenberg of the Resilience Research Centre at Dalhousie University is the co-investigator. The purpose of the evaluation is to better understand the functioning of the Youth Advocacy Program and to establish if it works effectively or not, and is described in more detail below. This description tells you about the risks, inconvenience, or discomfort which you might experience. While we cannot promise that you yourself will benefit from what we find in this evaluation, we hope that the findings help to improve the service provided by the Youth Advocacy Program. Your participation in this study is voluntary and you may withdraw from the study at any time. You should discuss any questions you have about this evaluation with myself, [the name of the research assistant who will be conducting the evaluation fieldwork and will be explaining the evaluation to the participant], the person conducting the evaluation.

What you will be asked to do:

As either a worker with these youth or a concerned adult, you are being asked to participate in a small focus group (up to six people). The topics to be covered in the meeting include: the communities in which these youth live, the resources available to them, and the positioning of the YAP in the lives and communities of these youth. Some of the questions may be of a sensitive nature. Please feel free to answer only those with which you feel comfortable. In addition, a big part of this evaluation is a review of information gathered from participating youth and their parent/legal guardians. We may want to get your thoughts on some of what we found through that review. The group will last about one and a half hours. These meetings, to be held in the respective participating communities of HRM, will be scheduled at a time convenient for you.

Possible Risks and Discomforts:

We do not expect that there will be any physical, social or economic risks to you as a result of this evaluation. Also we expect few if any, emotional risks.

Possible Benefits:

As previously mentioned, although we cannot promise that you yourself will benefit from what we find in this evaluation, we hope that the findings help to improve the service provided by the Youth Advocacy Program.

Compensation / Reimbursement:

You will not be compensated financially for your participation in this evaluation.

Confidentiality & Anonymity:

All the information you provide will be treated as confidential and will be stored in a locked cabinet in Dr Liebenberg's office, for five years after we publish the findings of this evaluation. Anonymity of participants and confidentiality of information shared within the focus group is not something a researcher can guarantee, however, we will be asking at the beginning of the session that group participants treat any information shared in the group as confidential and not discuss identity of participants with anyone outside of the discussions. We ask that while you may discuss your experience in the group with others inside the group, you keep confidential comments made by others in the focus group. We would like to assure you that only members of the evaluation team will have access to the information provided. The only time we will break the confidentiality is if you or someone else reports a child is being harmed, or that a child is harming others. We have a professional and legal obligation to ensure that children are kept safe and people, adults and children, are prevented from doing harm to others.

It is important for you to know that we are not interested in the responses of any one person, but rather the group response that emerges from among the many individuals, such as yourself, taking part in the study.

Once information has been collected, members of the research team intend to publish the information in books and journals or on our website, but the identity of participants will never be revealed. If you wish we will send you a copy of our final report when the study is completed.

Problems or Concerns:

I have provided my phone number, the number of the Principal Investigator Dr. Michael Ungar, and that of the co-investigator Dr. Linda Liebenberg, in case you want to tell us about any concerns you have, or simply have questions about any aspect of your participation in this study.

If you have any difficulties with, or wish to voice concern about, any aspect of your participation in this study, you may also contact Patricia Lindley, Director of Dalhousie University's Office of Human Research Ethics Administration, for assistance at (902) 494-1462, patricia.lindley@dal.ca.

Many thanks for taking the time to look over this letter.

EVALUATION OF THE YOUTH ADVOCATE PROGRAM
SIGNATURE PAGE:
KEY STAKEHOLDERS

"I have read the Letter of Information, have had the nature of the evaluation explained to me, and I consent to the following:"

I understand that I may end my participation at any time – up to one year from today."

(If you agree, please place an "X" in the 'yes' boxes to show that you understand and agree with each statement. You do not need to consent to all evaluation activities in order to participate)

- | | |
|---|--------------------------------------|
| <i>1. I understand the information about the study in the Information Letter. Any questions I had were answered.</i> | Yes,
I understand
[] |
| <i>2. I realize that participation is completely voluntary and that I can stop the study at any time. If I am uncomfortable answering any question, I may choose not to answer.</i> | Yes,
I understand
[] |
| <i>3. Information will be collected directly from me by means of a focus group</i> | Yes,
I understand
[] |
| <i>4. I understand that the focus group will be audiotaped</i> | Yes,
I understand
[] |
| <i>5. I understand that what I say may be quoted at great length in publications, presentations and the final report. I also understand that I will not be identified personally. If I become concerned with anything I said, I can ask for parts, or all, of my questionnaire responses or interview not to be quoted.</i> | Yes,
I understand
[] |

Signature of participant

Signature of researcher

Date

Appendix S: Evaluation Matrix

Process-related Evaluation Questions		Indicators	Data Source	Frequency of data collection
Referral/Intake	1. Are the target youth being referred to the program?	High risk/low resilience scores on related scales	YAPST File Reviews	Continuous
Referral/Intake	2. How many youth are being referred to the program?	Number of potential program participants identified Number of intake assessments completed	Referral forms YAPST	Continuous
Referral/Intake	3. How is the YAP deciding which youth to accept into the program?	Criteria and procedures	File Reviews Team assessment meeting observations	Quarterly
Referral/Intake	4. Is the program reaching its target population?	High risk/low resilience scores on related scales	YAPST File Reviews for family profile	Quarterly
Referral/Intake	5. Are there members of the target population who are not being reached?	Stakeholder statements	Focus group data	Annually
Action Plan Development	6. How is youth's assessment material used to develop action plans?	YAW notes YAPST profiles Action plans	Observation of action plan development meetings Interviews with YAW's	Quarterly
Action Plan Development/ Life Skills Development/ Experiential Learning Exercises/ Intervention	7. What activities are included in the action plans?	Number of elements in the Action plans Number of performance measures identified Number of skills delivered to youth Number of skills delivered to families	File reviews	Quarterly
Action Plan Development/	8. How are the youth's family and other key stakeholders (such as school, social worker and so forth) included in the development of the youth's action plan?	Number of skills delivered to families	File reviews	Quarterly
Action Plan Development/ Life Skills Development/ Experiential Learning Exercises/ Intervention	9. How does the program engage youth and their families? (i.e. who is meeting with youth and their families? How long are meetings with youth and their families? How many meetings are ended early or cancelled? Why and by whom?)	Participant statements YAW notes Number of experiential learning opportunities youth participated in Number of experiential learning opportunities family participated in	Interviews with youth, parents/guardians, and YAW's File reviews	Annually Annually Quarterly

Action Plan Development/ Life Skills Development	10. What formal supports and informal resources are made available to the youth?	Youth activity records Youth and family profile forms Number of agencies involved in the Action Plans	File reviews	Quarterly
Life Skills Development/ Experiential Learning Exercises/ Intervention	11. How are the youth's family and other key stakeholders (such as school, social worker and so forth) engaged in carrying out the goals and activities of the youth's action plan?	Number of agencies involved in the Action Plans	File reviews	Quarterly
Life Skills Development/ Intervention	12. With what frequency and intensity are youth and their parents/guardians using available services provided through the YAP? How often and for how long?	Youth activity records YAW notes Number of experiential learning opportunities youth participated in Number of experiential learning opportunities family participated in	File reviews	Quarterly
Exit strategy	13. What is the optimal amount of time required for youth to successfully exit the program?	Longitudinal review of YAPST scores YAW notes Participant statements	YAPST File reviews Interviews with youth, parents/guardians, and YAW's	Ongoing Quarterly Annually Annually
Exit strategy	14. What criteria are used to decide when a youth should exit the program?	Case notes and changes in YAPST score: Number of youth exiting successfully	File reviews Interviews with YAW's	Quarterly Annually
Exit strategy	15. In cases where youth leave the program prematurely, what reasons do they give for their departure?	Number of youth exiting prematurely due to non-compliance or non-cooperation Participant statements	Interviews with youth	Continuous
Communication	16. How does the program report its performance back to its stakeholders?	Number of meetings held with stakeholder groups Number of reports prepared and circulated Number and type of communications to the public	YAP administrative file reviews	Annually
Overall Process of the YAP	17. Which aspects of the intervention facilitate participation and which are barriers?	YAW notes Participant statements	File reviews Interviews with YAW's, youth, parents/guardians	Quarterly Annually
Overall Process of the YAP	18. What are parents experiences with the program?	Participant statements	Interviews with parents/guardians	Annually

Overall Process of the YAP	19. How effectively do staff maintain fidelity to the model of intervention?	Program activity observation and youth records	Observation of YAW's File reviews	Quarterly
Overall Process of the YAP	20. Who are the partners that have ultimately engaged in the program?	Meeting attendance records Youth Activity records	YAP meeting minutes File reviews	Annually Bi-annually
Overall Process of the YAP	21. How effectively do the program staff work with the program partners?	Program activity observation Meeting attendance records	Observation of meetings File reviews Focus group interviews with partners	Ongoing Quarterly Annually
Overall Process of the YAP	22. Were staff selection practices, training, and skills adequate for the intervention?	Anticipated program outcomes achieved	Observation of YAW's File reviews Interviews with youth and parents/guardians	Ongoing Quarterly Annually
Overall Process of the YAP	23. Is the appropriate structure in place to maintain the project?	Community and stakeholder interest Planning for program sustainability	Interviews with partners and staff	Final year
Outcome Evaluation Questions		Indicators	Data Source	Frequency of data collection
Life Skills Development / Experiential Learning Exercises	1. Did the program reduce isolation and negative rushes among youth at-risk of gang activity?	Reduced scores on related scales (See tables 1 – 3)	YAPST	Continuous
Action Plan Development / Life Skills Development / Experiential Learning Exercises	2. Did the program increase the pro-social and life skills competencies in participating youth?	Increased scores on related scales (See tables 1 – 3)	YAPST	Continuous
Life Skills Development / Experiential Learning Exercises / Exit Strategy	3. Did these changes reduce the incidence of factors associated with criminality?	Congruence between youth changes and outcomes thought to reduce criminality	YAPST Related literature	Ongoing
Referrals/Intake	4. Is the community aware of the program?	Referrals	Focus group interviews Referral sources	Annually Quarterly
Referrals/Intake /Communication	5. Does the community value the program as a resource to intervene with youth at-risk of gang involvement?	Referrals\ Cooperation between stakeholders relative to their respective roles in action plans	Focus group interviews	Annually
Experiential Learning	6. Are parents/guardians	Youth and family apply the knowledge	Interviews with parents/caregivers	Annually

Exercises	experiencing an increase in knowledge of available services and service provision processes?	acquired in the life skills opportunities		
Intervention / Communication	7. Are parents/guardians experiencing an increase in youth and family service resources from both the program and the community?	Consistent positive interaction between family, school and community resources/changes in YAPST scores relating to service use	YAPST Interviews with parents/legal guardians	Annually
Exit Strategy	8. Was the project more successful in achieving outcomes with some subgroups or communities than with others?	YAPST scale scores: z-score comparisons across communities	YAPST File reviews Focus group interviews	Ongoing Quarterly Annually
Exit Strategy	9. Were there any unanticipated outcomes of the project (either positive or negative)?	Anomalies in YAPST scale scores or interview data/unanticipated findings	All data collection sources	Continuous

Appendix T: Cost Analysis

Cost data for 2008^

Fiscal Year: 2009	Period 1 Jan 01/08– Dec. 31/08
INCOME/GRANTS	
National partner (funding not yet received for Oct – Dec/08)	\$419,615
HARD EXPENSES	
Administration:	
Salaries, wages, benefits and contracts	\$36,900
Occupancy costs	\$4,034
Other overhead: (photocopying, postage, printing, telephone, couriers, I.T. support, insurance, audit costs)	\$25,082
Program:	
Salary, wages, and enefits	\$332,390
Professional fees and contracts	\$610
Program materials and supplies	\$3,516
Local travel (auto mileage, taxis)	\$5,144
HR training and development:	
• Meetings and conferences (travel, registration fees, hotel, food.)	\$0
• Staff training	\$11,934
Family follow-up sessions	\$0
IN-KIND COSTS	
Staff	
• Administrators (Community development staff – Recreation programmers, CRS general manager, Admin coordinator)	\$18,831
• Agency personnel (Halifax Regional Police, HRSB staff, advisory committees, psychologists, Dept of Community Services, Community Justice, community pastors, HRM Councillors, family doctors, YMCA staff, community leaders, agency personnel, Halifax Regional Library staff)	\$202,388
• Other (HRM communications support)	\$1,546
Volunteer time: (parent partners, etc.)	\$6,247
Equipment donated/provided	
• Office furniture	\$3265
• Photocopier	\$1770
Program costs	
• Recreation programs	\$204
Other	
• Office space	\$30,099
• Leasehold improvements	\$18,816
• Meeting rooms	\$977
• Launch	\$434
TOTAL	\$704,187

^ Financial data as provided by the HRM's financial office

Cost data for 2009^

Fiscal Year: 2009	Jan 1 – Mar 31	April 1 – June 30	July 1 – Sept 30	Oct 1 – Dec 31
INCOME/GRANTS				
National partner	\$116,761	\$169,980	\$118,154	\$149,741
HARD EXPENSES				
Administration:				
Salaries, wages, benefits and contracts	\$12,500	\$12,500	\$12,500	\$12,500
Occupancy costs				
Other overhead: (photocopying, postage, printing, telephone, couriers, I.T. support, insurance, audit costs)	\$1823	\$748	\$2404	\$3974
Program:				
Salary, wages, and benefits	\$76,153	\$93,746	\$107,443	\$107,695
Professional fees and contracts	\$61,937	\$2549	\$19,075	\$37,480
Program materials and supplies	\$7341	\$3704	\$4125	\$3130
Local travel (auto mileage, taxis)	\$3797	\$3502	\$3724	\$4360
HR Training and development:				
• Meetings and conferences (travel, registration fees, hotel, food.)	\$4922	\$1250	\$431	\$800
• Staff training	\$1508	\$155	\$39	\$2916
Family follow-up sessions				
IN-KIND COSTS				
Staff				
<ul style="list-style-type: none"> Administrators (Community Development staff – Recreation Programmers, CRS General Manager, Admin Coordinator) 	\$9744	\$4852	\$2134	\$1089
<ul style="list-style-type: none"> Agency personnel (Halifax Regional Police, HRSB staff, advisory committees, psychologists, Dept of Community Services, Community Justice, community pastors, HRM Councillors, family doctors, YMCA staff, community leaders, agency personnel, Halifax Regional Library staff) 	\$53,342	\$57,797	\$52,901	\$54,550
<ul style="list-style-type: none"> Other 	\$56,045	\$5582	\$6645	
Volunteer time: (parents, partners, etc.)				
Equipment donated/provided	\$950	\$1473	\$4339	\$1712
Program costs	\$75	\$20	\$195	\$94
Other (office space, meeting rooms)	\$9760	\$10,982	\$9989	\$9804
TOTAL	\$299,897	\$198,860	\$225,944	\$240,104

^ Financial data as provided by the HRM's financial office

Cost data for 2010^

Fiscal year: 2010	Jan 1 – Mar 31	April 1 – June 30	July 1 – Sept 30	Oct 1 – Dec 31*
INCOME/GRANTS				
National Partner	176,798	164,422	125,517	157,407
HARD EXPENSES				
Administration:				
Salaries, wages, benefits and contracts	\$13,800	\$13,800	\$13,800	\$13,800
Occupancy costs				
Other overhead: (photocopying, postage, printing, telephone, couriers, I.T. support, insurance, audit costs)	\$4700	\$2663	\$1644	\$1600
Program:				
Salary, wages, and benefits	\$114,287	\$89,489	\$108,133	\$101,000
Professional fees and contracts – Spell Read Instruction	\$975	\$0	\$3000	\$12,500
Program materials and supplies				
Local travel (auto mileage, taxis)	\$3832	\$2969	\$3310	\$3800
HR Training and development:				
<ul style="list-style-type: none"> • Meetings and conferences (travel, registration fees, hotel, food.) 	\$1300	\$84	\$349	\$0
<ul style="list-style-type: none"> • Staff training 	\$1327	\$1474	\$3632	\$2553
Family follow-up sessions – Counselling services	\$3500	\$1735	\$3640	\$4500
IN-KIND COSTS				
Staff				
<ul style="list-style-type: none"> • Administrators 	\$2491	\$1169	\$897	\$1500
<ul style="list-style-type: none"> • Agency personnel (Police officers mental health workers, etc.) 	\$56,158	\$54,825	\$51,185	\$52,000
<ul style="list-style-type: none"> • Other 	\$3552	\$15,645	\$3430	\$3000
Volunteer time: (parents, partners, etc.)				
Equipment donated/provided	\$2290	\$2073	\$1894	\$2000
Program costs	\$140		\$953	\$400
Other (office space, meeting rooms)	\$12,500	\$10,440	\$10,505	\$10,500
Total	\$220,852	\$196,366	\$206,372	\$209,153

^ Financial data as provided by the HRM's financial office

*December, 2010 figures are estimated